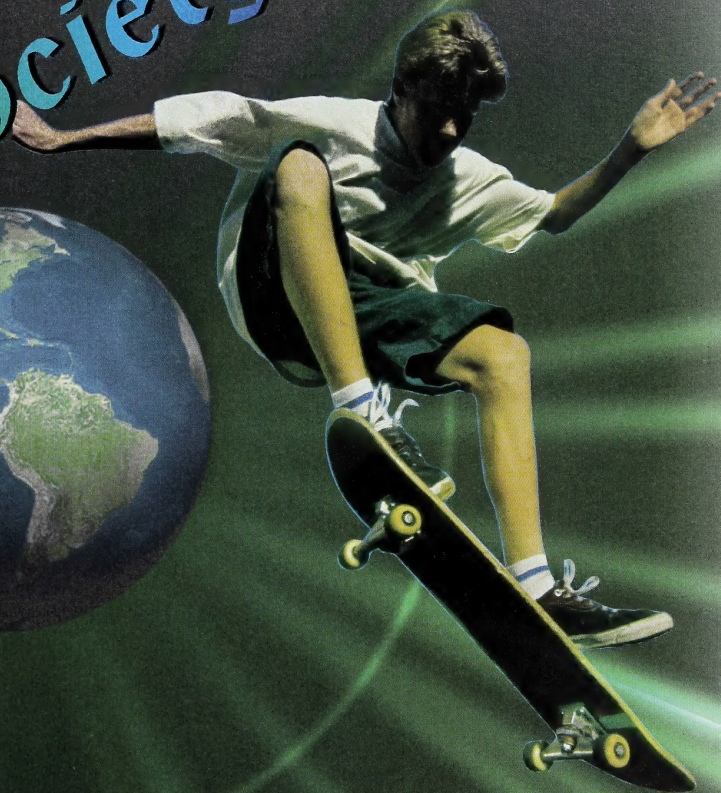


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Units 4 & 5

English 20-2



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English 20-2

Unit 4

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The address is as follows:

<http://www.adlc.ca>

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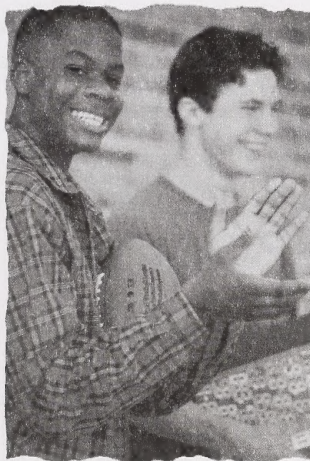
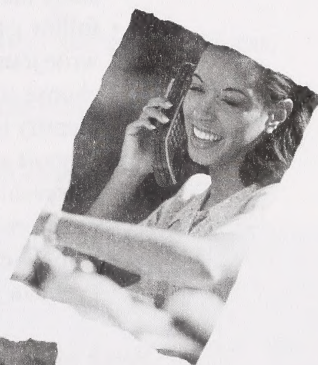
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Unit 4: Understanding and Accepting Differences

After exploring your interests, values, motivators, and character traits, then applying those in business correspondence, you realize more of your personal uniqueness. You also realize that very few people ever work alone. You likely hope a prospective employer will accept you and your skills and allow you to be a part of a business or company. You expect your present and future friends to accept your special views and even your differences. Likely, your maturity allows you to accept and tolerate others who are obviously different—older, younger, shorter, taller, fairer, or browner, *etc.*

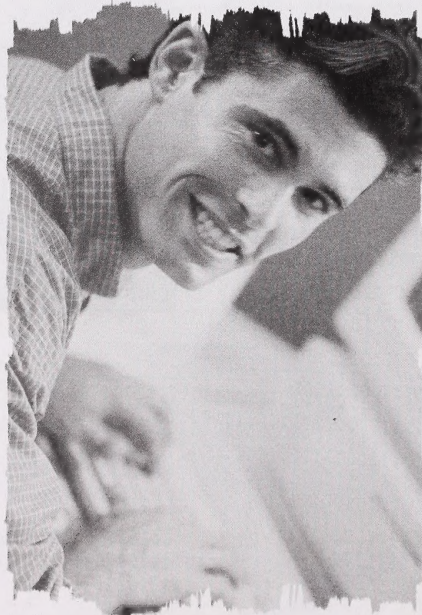


Outcomes of Unit 4: Understanding and Accepting Differences

You will

- examine a variety of texts, connecting them to the unit topic
- study differences as expressed in poetry
- examine photos to understand and accept differences
- study non-fiction to understand others' responses to differences
- study the short story as a commentary on the misunderstanding of differences
- follow a tutorial to plan an essay of opinion
- write journals
- choose an issue, then plan and write an essay of opinion
- identify issues and support in literature
- support a personal position in a letter-to-the-editor
- represent your personal uniqueness in a visual
- polish an original piece for your creative portfolio
- complete structural exercises
- evaluate your accomplishments

Space for finished answers is provided in the accompanying **Response Booklet**.
Explanations and instructions are given in this **Student Booklet**.



Focus on Progress

Your teacher has made comments to you about the quality of your responses in three units of this course. These comments are meant to help you improve your thought and expression in subsequent assignments. If you focus on one or two problem areas at a time, you will gain expertise more quickly than trying to improve everything at once.

Your teacher may have identified such problems as the following:

- Using “you” to mean *everyone* or *people* or *individuals* (This produces confusion—and a lower score in Writing Skills.)
- Fragments, comma splices, or run-ons (These destroy relationships of ideas, impeding communication.)
- Inadequate support for ideas (This does not allow the reader to understand the opinion or position.)
- Lack of topic sentences (This limits development of ideas.)

Which of your problems identified by your teacher in Units 1, 2, and 3 will you address in the assignments of this unit?

You may not know how to solve the difficulties, but **help is available!**

- Your teacher may have made suggestions for improvements.
- You may have been sent supplementary materials giving explanations and practice.
- You may find helpful solutions in ***Communicate*** by using the index or table of contents.
- You may have access to a handbook of English.
- You can phone your ADLC English teachers for a discussion of your problem.

Realizing Differences

Like most, you notice people who are different than you—different height, different age, different background. You measure others in terms of differences—and they also measure you by your differences. In fact, each person measures differences that exclude others.

- In a group of three, two of whom are shorter than you, who is different?
- If one of the other two persons is a girl, who is different?
- If one were born in Alberta, would he be the different one?

The small group could define differences in many ways, and you would be the different one several times. Imagine the unique features you could identify if a classroom or a school were involved!

Assignment 1: Perceiving

- a. Identify some features of your uniqueness.
Following the format of the poem below may help you realize the characteristics that make you “outstanding in a crowd”.

Perceiving the Stranger

I am ...

Fair skinned

Red haired

English and Gaelic speaking

Irish

Roman Catholic

Canadian

I belong to ...

Barrhead

Beaverbrook Estates

Joe and Sue

Jocks, 4-H, and Youth Group

I am not like others:

I have no sisters

I like broccoli

I play piano

I ride the bus

I am unique.

I am a stranger.

Perceiving the Stranger

I am ...

I belong to ...

I am not like others:

I am unique.

I am a stranger.



READ “Conceiving the Stranger”, a poem by Nigel Darbasie in *Between the Lines*, p. 212.

Sometimes, judgment of another’s differences prevents appreciation of uniqueness. “**Differences**” implies negative traits; “**uniqueness**” suggests positive aspects.

Realizing your own uniqueness will lead to better appreciation of others’ special qualities. You are great because you understand your differences—and the stranger on the street is equally great for the same reason.

Conceiving the Stranger

First define the tribal self

in skin colour, language

religion, culture.

Four details are given in the first sentence/part.

Add to that

boundaries

of nation, city

village or street.

Another four details (geographical boundaries) are given in the second sentence/part.

And there you are:

out of place

a foreigner

the strange other

a moving violation

of tribal differences.

The four descriptors of the last sentence/part identify a person when the eight details are used to define him/her.

Nigel Darbasie

Tip for Your Writing

Writers of both prose and poetry use parallelism for emphasis.

- The two “If” questions in the introduction to Section 1: Realizing Differences are parallel.

“If one of the other two persons is a girl, who is different? If one were born in Alberta, would he be the different one?”

- In his poem, Dabasia uses this technique in his three similar sentences.

- b. Titles are important parts of poems. Why is “conceiving” effective in Darbasie’s title, “Conceiving the Stranger”? (A dictionary may be helpful.)

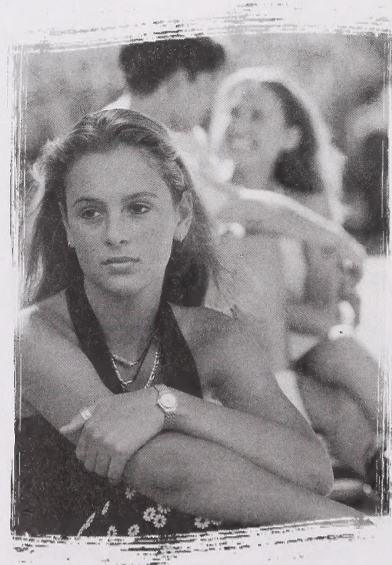
Journal 1: Feeling Like a Stranger

Remember a time when you felt you were definitely a stranger. Consider such questions as the following when you write about the experience and your feelings:

- Why did you feel different?
- In what ways were you actually different?
- How were you able to deal with your obvious difference?
- What good came of this experience?
- How did this help you for other similar situations?

Review the rubric for journals in *Unit 1 Introduction* to ensure that you meet the expectations for a quality composition. Your product should be an extended paragraph rather than simply answers to the questions.

Space is available in the **Response Booklet** for your finished copy.

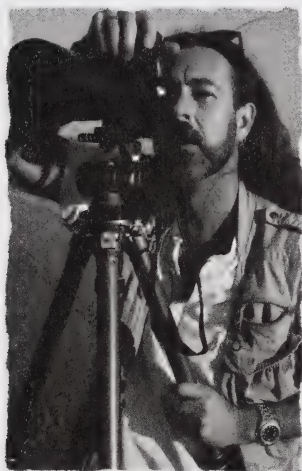


Individuality is wonderful. However, much of life requires cooperation if goals are to be reached.

VIEW “The Walk to Paradise Garden”, a photo by W. Eugene Smith in *Between the Lines*, p. 250, and *Communicate*, p. 34.

READ the associated notes about the photograph and the photographer.

The photograph of the children demonstrates the photographer’s deliberate choices, but it also illustrates aspects of understanding and acceptance of differences. The brother and sister are relying upon each other as they explore new territory and “surmount the darkness”. The photograph emphasizes sharing the experience of a nature walk. By not emphasizing the uniqueness of the little boy and girl (size, clothing, gender), the viewer notices evidence of their common purpose, the boy leading and girl following, and their seemingly tentative steps. If the little girl does not follow her brother, she may not return home safely. Her concern for safety requires her to overlook their differences and in this situation to be a follower.



Flexibility in being either a follower or a leader is a mark of maturity. Your personal “Paradise Garden” may result from you living, working, and growing with individuals of various backgrounds, personalities, ethnic origins, interests, etc. Sometimes you may be unaware of your co-workers’ needs or they of yours. Sometimes your supervisor may not understand your need for assistance with a new project. Sometimes you must be willing to take direction from others. Sometimes you may be called to lead others in directions where you lack confidence. The workplace of your future may not always be a “Paradise Garden”.



S2 SECTION TWO

Reacting to Differences

Most people have been on the outside of groups from time to time. Rejection is not pleasant. The individual may feel violated, cast away, even invisible.

This is far more serious than the insincerity of usual greetings that are quite acceptable to most people. "How are you?" does not mean the speaker wants a medical report. In fact, he/she may not even wait for your answer of "Fine". "Good-bye" is no longer "God be with you"; it may simply end a conversation.



'The look' in this context is facial expression showing some attitude. It is not style of hair or clothing.

Assignment 1: Reacting to Faces

VIEW the photos of faces on several pages in *Between the Lines*. Some will show warm, positive responses; others are negative, perhaps suspicious or rejecting. Identify whether **'the look'** is positive or negative, and give a reason for your choice. Two examples are given.

| Page | Positive or Negative | Reason/Reaction |
|------|----------------------|---|
| 11 | Pos | • Her wide-open eyes and expressionless face suggest she is listening attentively, perhaps waiting for instruction. She is open to the speaker's message. |
| 29 | Neg | • Her slight frown and position of hand suggest she is not accepting what is being sold. |
| 84 | | • |
| 98 | | • |
| 111 | | • |
| 214 | | • |
| 274 | | • |
| 342 | | • |



READ “Don’t Give Me Looks”, a poem by Maxine Tynes in *Between the Lines*, p. 214.

This poem could reflect the points of view of various people. You may have given some “dirty looks”. You may have said, “Have a nice day,” without meaning it. You may have pretended to listen or pretended to care. You likely have received such many times.

Assignment 2: “Looks”

- a. Explain the speaker’s objection to another’s response given in each sentence/ part.
- i. Don’t give me looks that put me in my place
that open my mail
that smell me coming and going, and see me everywhere.
Example responses:
The speaker does not want to be judged as inferior.
She does not want her privacy invaded.
She does not want to be regarded as ‘common’.
- ii. Don’t give me looks of plastic smiles
reserved for co-workers who rush past
on a wave of caffeine and nicotine,
letting ‘how are you!’ drift and hang in the air.
You say, ‘Fine!’ neither hearing nor meaning it.
Don’t give me those looks.
- _____
- _____
- _____
- iii. Don’t give me looks full of hell and damn
and who cares? who cares?
that flap on the line like clothes in the wind
that ring and ring like a telephone, like the telly at midnight
that are snowblind in August
that are full of all the rest of the world
and not me.
- _____
- _____
- _____
- _____
- _____

- b. The poem depicts behaviour showing superiority, insincerity, and dismissal, which are interpreted negatively by the speaker.

What makes a ‘look’ positive? As you prepare your answer in at least one well-developed paragraph, think about questions such as the following.

- What does acceptance (or concern or care) 'look' like?
- How is a positive response shown through body language?
- When you want someone to know you are concerned about and accept him/her, how do use your 'looks' or body language?

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Journal 2: Rejection

‘Looks’ matter to most people. Write about two situations in your own experience.

- Describe a situation in which you felt that another person dismissed you unfairly with a look. Why did 'the look' make you feel rejected?
- Describe a situation in which you felt accepted by a stranger or someone whom you did not know very well. In what ways did body language, a 'look', or actions contribute to your positive feelings?

Review the rubric for journals in *Unit 1 Introduction* to ensure that you meet the expectations for a quality composition. Space is available in the **Response Booklet** for your finished copy.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Most people are anxious to know how others perceive them. Advertisements often promise acceptance through altering appearance with cosmetics and clothes. However, even with fashion trends and hairstyles, some people are still 'outsiders'. Some are unaware of their own responsibilities in the process of being accepted. They may fail to realize that they may cause their own rejection by choosing not to be involved with certain groups or individuals, by choosing to be spectators rather than participants.

In your fear of rejection, you may assume that others are judging you as inferior when, in fact, they may see only your physical differences. Shared involvement in a club, project, sport or activity may very quickly erase those misconceptions.

READ "Touch the Dragon" a diary entry by Karen Connelly in *Between the Lines*, pp. 223-225. Karen is 17-year old student who has been in Thailand for less than one month of a one-year exchange. She is lonely and feels her differences very strongly.



Assignment 3: Differences

- a. Use the following chart to show your understanding of some differences Karen faced in a foreign country.

| Quotation | Explanation of Differences |
|---|---|
| <i>"Everything is the wrong size here. My bones are too big, my mind is too small."</i> | <i>She is physically larger than most Thai people, and she is unable to understand their culture.</i> |
| <i>"I never thought words could fail me They're useless noises, wholly unreliable."</i> | |
| <i>"They've lived within fifteen feet of each other for most of their lives. They're afraid to leave me alone."</i> | |
| <i>"... the children in Nareerat lean over the green terraces and call my Thai names, Kanikaa, Ploy."</i> | |
| <i>"It's a terrible thing: to stand in the midst of almost three thousand singing, praying people when you have nothing to sing or pray yourself."</i> | |
| <i>I'm a rare specimen here: the blonde hairs on my arms astound them because my eyebrows are so black. My long Caucasian nose is an absolute mystery."</i> | |

- b. “Sometimes I forget this was my choice; I wanted to come here despite what I would leave behind”(p. 225). Karen is obviously with a family who cares for her and she is involved with children in a school. Why does she feel alone? Why does no one or nothing else “touch” Karen here?

- c. Karen’s purpose in coming to Thailand was to “live and learn in a new culture, to adapt [herself] to a country very distinct from [her] own.” She felt different in her new surroundings than she expected to feel. How is her response to the new country **ironic**?

*irony – a
difference
between what
exists and what is
expected*

Later in life, some people are able to understand situations from their youth when differences were misunderstood. Additional information may lead them to change their viewpoints.

Assignment 4: Changes in Perception

- a. **Before you read** the next selection, consider the biographical information in the left margin of *Between the Lines*, p. 235. Identify some facts and draw some conclusions about the author. Complete as much as you can of the following chart **before** you read the memoir.

Then, as you read the **memoir**, you will learn more details about the author's life so you can complete the chart.

| Brian Fawcett, "Arctic Plums" | Details |
|--|---------|
| Birthplace | |
| Approximate age when he left his home town | |
| Occupation in Vancouver | |
| Other occupation(s) | |
| Present place of residence | |
| Date "Arctic Plums" was first published (see "Acknowledgements", p. 413) | |
| Approximate age of Brian Fawcett today (Make a calculated guess!) | |

Now that you have discovered some of Brian Fawcett's uniqueness, read about his reactions to others' differences.

READ "Arctic Plums", a memoir by Brian Fawcett in *Between the Lines*, pp. 235-240, in which the author remembers his childish response to differences.



memoir – a
reconstruction of
events
remembered from
earlier times

- b. The writer's childhood memories of Gladys Snow are quite different from his adult understandings of her. Contrast these, using the following chart, suggesting reasons for the changed viewpoints.

| | |
|---|--|
| Childhood Myth <ul style="list-style-type: none"> • <i>"a bad-tempered old lady"</i> | Reason for changed perception: The children were too young to realize that their behaviour was the cause of Gladys's reaction. |
| Adult Perspective <ul style="list-style-type: none"> • Kids were vandalizing her garden, causing her to be annoyed. | |
| Childhood Myth <ul style="list-style-type: none"> • <i>"kids believed Gladys was a witch"</i> • <i>"...use (the plums) against us in some evil spell"</i> | Reason for changed perception: |
| Adult Perspective <ul style="list-style-type: none"> • <i>Gladys was a frustrated gardner and mother, trying to be productive despite her circumstances</i> | |
| Childhood Myth <ul style="list-style-type: none"> • <i>"Gladys seemed to hate us all so much"</i> | Reason for changed perception: |
| Adult Perspective | |
| Childhood Myth <ul style="list-style-type: none"> • <i>"every plant in her garden was poisonous"</i> • <i>"poisonous blue-black plums ... as hard as rocks"</i> • <i>"those who had tasted them ... sickened and died, or ... sent away to the looney bin"</i> | Reason for changed perception: |
| Adult Perspective | |

- c. Outsiders are sometimes the focus of literature. “Arctic Plums” seems an unusual title because plum trees could not survive the arctic climate. Plums are not native to Prince George, BC, the setting of this memoir. The children view Gladys as unusual. For what reasons do the children regard her as an outsider?

Journal 3: Perceiving Outsiders

In your experience, you are likely familiar with some outsider in your neighbourhood or community. In “Arctic Plums”, the author writes “if I’d bothered to think”, “if I’d asked”, and “if I’d been paying attention”, suggesting that he realizes now that he was the cause of his own misunderstanding of Gladys Snow.

Think of some individual you regard as an outsider. What traits or behaviours does this person have that are ‘odd’ or ‘unusual’? What logical explanation is likely for this person’s behaviour?

Write your response in paragraph form. Remember that a paragraph will have a clear topic sentence, logical developmental sentences, and a conclusion.

Review the rubric for journals in *Unit 1 Introduction* to ensure that you meet the expectations for a quality composition. Space is available in the **Response Booklet** for your finished copy.

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Appreciating Differences

Uniqueness may not be clearly evident because of lack of meaningful contact and communication. A teacher who sees family resemblance rather than individuality, for example, may have annoyed you by calling you the name of an older brother or sister.

Brian Fawcett misunderstood Gladys Snow in his childhood because he did not use his opportunities to get to know her well.

Appreciation of the uniqueness of others requires one to search for reasons rather than to make assumptions about obvious differences.

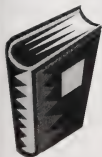
In the next short story, groups are aware of differences. However, the members of one group expect those differences will be explained from their own viewpoint. For example, adults may say they appreciate the teens' love of skateboarding. If the adults do nothing to provide skateboard parks, they do not really understand the teens' point of view. Therefore, the differences are not understood.

The next story offers words and terms that may be new to you:

VOCABULARY from "Grandma Weaver's Last Arrow"

- *social scientists* - those who observe groups and make conclusions regarding human behaviour. They study past events and achievements, human behaviours, and relationships among groups.
- *elusive* - difficult to find, obscure, seemingly just out of reach, or seeming to escape
- *quarry* - the object or idea searched for; the focus of extensive study
- *birds of prey* - birds that kill their food, such as hawks, owls, or eagles, but may include gulls and crows, for example
- *interspersed* - in this story, interruptions, of an explanation by unrelated comments; mixture of objects, but each retains its uniqueness
- *heathen tongue* - foreign language considered to be vulgar by some; meant as an insult
- *jubilant* - delighted; excited
- *fiasco* - disastrous or humiliating results of some action
- *dissertations* - in this story, scientific reports

READ "Grandma Weaver's Last Arrow", a short story by Rosemary M. Huggins in *Between the Lines*, pp. 226-228.



Assignment 1: Understanding Differences

- a. Grandma and the scientists are very different, and they would each realize this. Indicate at least three differences for each in the chart.

| Grandma Weaver | Social Scientists |
|------------------|-------------------|
| • spoke Tsimsian | • spoke English |
| • | • |
| • | • |
| • | • |

- b. The social scientists “had come to southeast Alaska to help us find our lost Indian culture.” In what ways have the younger people “lost” their culture? In what ways has Grandma Weaver retained her culture? You may need to consider aspects such as the following to develop your thoughts into a paragraph.

- the social scientists' curiosity about Grandma Weaver
- the recorders and cameras
- the reed baskets
- Grandma's inability to speak English

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- [illegible]

-
-
-
-
-
-



Sometimes in familiar surroundings, the uniqueness of individuals becomes so accepted by themselves and others that differences are rarely noticed. Therefore, any event that brings attention to those differences is unusual and memorable. A person's lisp or limp, for example, becomes so familiar that only newcomers will notice it. Others accept it simply as 'normal' for that person.

READ "After the Wedding" in *Between the Lines*, pp. 220-222.

Tips for Reading "After the Wedding"

Read the poem as four paragraphs in a composition, ignoring line length but following the sentences defined by punctuation marks. Reading it aloud will help you understand the author's experience 'after the wedding'.

Assignment 2: More Differences

- a. At the end of stanza one, the author states that, when she had travelled to Toronto to a wedding, "I'd never seen so many of my relatives / in one place, their unknown / faces swirling before me / and everyone there was Chinese." What is she implying about the people on Quadra Island where she grew up?

- b. She is surprised by her awareness that she is Chinese because "I've been everything else / for so long." Consider what she has been to her parents, to her schoolmates, to the community. List the roles that she has fulfilled.

- c. At the wedding, why does she feel "white...different still from everyone around [her]" although she is Chinese?

- d. When her cousin asks her to dance, she thinks, *How did he see me?* Why is she suddenly concerned about how others perceive her?

- e. At the end of the poem, she imagines “a second wedding taking place / within [her], two inheritances exchanging vows.” What is this “second wedding”?



S4 SECTION FOUR

Responding to Differences

The author of “After the Wedding” was shocked to realize that she was a product of two cultures. When she realized that she did not “fit” well with those who even looked somewhat like her, she responded with insecurity, wondering how others would regard her. By considering her heritage in a positive way, she was content with her identity. Her united backgrounds allowed her to continue to be “everything else” for which she had already been known.

In this section, you will be responding to issues explored in literature. To clearly communicate your responses to your readers, you must plan and write your supported opinions carefully.

Studying the following tutorial carefully will assist you in this. The composition assignment following the tutorial will require you to use each of the steps.



Tutorial: How to Plan a Personal Response (Essay of Opinion)

A typical assignment requiring an essay of opinion may appear as the following.

“Artic Plums” (*Between the Lines*, p. 235) is a memoir showing the change from childhood myths about someone perceived as ‘different’ to an adult perspective of more reasonable awareness of uniqueness. The author seems almost amazed at his childhood reactions because now as an adult he has more information and experience.

What is your opinion of the author’s idea that successfully relating with others depends upon one’s attitudes and behaviours?

Support your response with details from the poem and your own observations and experience.

After you read the literature assigned and the accompanying question, you can follow a few easy steps to a successful composition.

Building the Introductory Paragraph:

Step 1: Analyze the question.

What is your opinion of the author’s idea that successfully relating with others depends upon one’s attitudes and behaviours?

Use the following chart to organize the key words in your chosen question.

- List the key words.
- Categorize the key words. General words will connect with the majority of people; specific words will connect with the individual.
- Determine the order of the words from most general to specific. In this question, *behaviours* applies to all human activities; *attitudes* are the causes of much behaviour; *successfully relating* is likely a goal for many.
- Because the author is concerned with human interaction, explain how the chosen key words connect to people.

| Key Words | Category | Order | Explanation |
|------------------------------|---------------|-------|---|
| <i>successfully relating</i> | most specific | 3 | Sometimes individuals want to connect well with others and, therefore, need to control their behaviour. |
| <i>attitudes</i> | general | 2 | Attitudes shape behaviour. |
| <i>behaviours</i> | most general | 1 | Everyone behaves somehow. |

Step 2: Answer the question.

Because the question asks for your opinion of the author's idea, you must state your position. For example, you may think the author is accurate, that his judgment is quite wrong, or that he is partially correct. Your best writing may come from disagreeing with the author. Do not think that your teachers want you simply to agree; they want you to make a choice that you can support in the body of your essay. A possible answer to the sample question follows:

Although many relationships are casual, lasting relationships depend on the extent to which we are willing to control our behaviours and adjust our attitudes.

This will become your **controlling idea** or **thesis**.

Step 3: Construct the introductory paragraph.

Your answer to the questions will tell the reader what to expect in the composition, but you must generate interest in the concepts (key words) before the reader can accept your position. Thus, return to Step 1 and use those ordered key words in sentences. Progressing from general to specific statements will increase interest in your position, which will be stated in the last sentence of your introductory paragraph as your thesis.

General, introductory
statement about
behaviour

More specific
statements about
attitudes

Thesis - statement of
position that answers
the assigned question

→ *We get to know others by their behaviour. Similarly, they get to know us by our actions. When we feel happy and confident, we are much more outgoing and accepting of others and their uniqueness.*
→ *When we are frustrated and angry, we may look for some difference in others to criticize, driving away those who could be supportive friends. The fault may be ours. We could change our own attitudes to produce more pleasant actions. Although many relationships are casual, lasting relationships depend on the extent to which we are willing to control our behaviours and adjust our attitudes.*

Body Paragraphs:

Step 4: Divide your position into three parts.

- a. The sample position suggests three parts that need explanation in separate paragraphs:
 - *many relationships are casual*
 - *behaviours and attitudes can be controlled*
 - *lasting relationships depend on controls*
- b. Now express each part in complete sentences that can become the first sentence of each body paragraph. These will be your **topic sentences**, addressing three parts of the controlling idea.
 - *Most relationships are casual, only requiring us to behave with common courtesy and politeness.*
 - *Because society demands certain behaviours, we learn early to control our attitudes and actions.*
 - *By carefully adjusting our attitudes and controlling our behaviours, we may promote cooperation and trust with those who are important to us.*

With Step 4, you have completed the framework of your essay. You have identified and organized the major parts of your position. The next concern is to support your position. You have “told” your opinion; now “show” why you believe it is valid.



topic sentence – usually the first sentence of a paragraph, presenting the paragraph's main idea

Step 5: Choose supporting details.

The following chart is useful for helping you to choose supporting details for each body paragraph. The sample Details from Literature are from “Arctic Plums” (*Between the Lines*, pp. 235-240), which you studied earlier. Details from Personal Experience are fictitious. The details could be listed in point form, but this tutorial uses explanatory sentences.

| | Body Paragraph 1 | Body Paragraph 2 | Body Paragraph 3 |
|---|---|---|---|
| Topic Sentences | <i>Most relationships are casual, only requiring us to behave with common courtesy and politeness.</i> | <i>Because society demands certain behaviours, we learn early to control our attitudes and actions.</i> | <i>By carefully adjusting our attitudes and controlling our behaviours, we may promote cooperation and trust with those who are important to us.</i> |
| Details from Literature | <ul style="list-style-type: none"> • Brian knew Gladys only through delivering her paper. • Brian never thought of Gladys as a friend. | <ul style="list-style-type: none"> • Brian was afraid of being caught raiding Gladys's garden. • Because of rumours and myths, the fruit was not eaten. | <ul style="list-style-type: none"> • Brian changed his opinion of Gladys after he learned more about her. • Brian had a strong relationship with his friend because they could discuss issues. |
| Details from Personal Experience | <ul style="list-style-type: none"> • On my job, I serve customers politely. • I rarely have conversations with customers. • I work with other students, but we do not socialize on the job. • At school, I mix with many others, but hang out with other skateboarders. | <ul style="list-style-type: none"> • Training on the job includes expected employee behaviour. • Supervisor fires those who are impolite and inefficient or not assisting customers well. • Promotion depends on favourable job evaluations. • The store reports shoplifters. • Employees must deal politely with all customers, even those with complaints. | <ul style="list-style-type: none"> • I took special interest in a regular customer who one day was carrying a skateboard. • We agreed to meet at the park after school. • He taught me new moves. • I was always afraid to enter competitions, but with his encouragement, I did - and won. • Now, I consider him a best friend. |

Step 6: Writing Body Paragraphs

- a. Begin each paragraph with a topic sentence that applies to the situation, not just the selection or your experience.

Most relationships are casual, only requiring us to behave with common courtesy and politeness.

- b. After the topic sentence in the same paragraph, support your opinion with details: **The order of supporting details is your choice.** Aim for strong presentation of support.

- from the literature selection

In "Arctic Plums", the relationship between Brian and Gladys was limited to a slight interaction when he delivered her paper. The only time they ever spoke was when he collected. He never thought of her as a friend.

- from personal experience

On my job at the grocery store, I serve customers politely, but I rarely have conversations of any length with them. I am hardly thinking when I tell them where icing sugar is located. I say "Hello" or "How are you" or "Have a nice day" many times a day, but I don't even expect a reply. I work with other students, but we do not socialize on the job. At school, I mix with many others, but I hang out only with other skateboarders because we can discuss the latest moves we have tried.

- c. A clincher sentence is needed to make a generalization concluding your point and leading the reader into the next aspect of the topic in the next paragraph.

Politeness promotes pleasant environments, but as relationships become more complex, more control is required to fulfill expectations.

Sample paragraph:

Topic Sentence → *Most relationships are casual, only requiring us to behave with common courtesy and politeness. In "Arctic Plums", the relationship between Brian and Gladys was limited to a slight interaction when he delivered her paper. The only time they ever spoke was when he collected. He never thought of her as a friend. Like Brian, on my job at the grocery store, I serve customers politely, but I rarely have conversations of any length with them. I am hardly thinking when I tell them where icing sugar is located. I say "Hello" or "How are you" or "Have a nice day" many times a day, but I don't even expect a reply. I work with other students, but we do not socialize on the job. At school, I mix with many others, but I hang out only with other skateboarders because we can discuss the latest moves we have tried. Politeness promotes pleasant environments, but as relationships become more complex, more control is required to fulfill expectations.*

Details from literature →

Details from experience →

Clincher Sentence →

- d. The other body paragraphs for this sample response would be written similarly, using the details charted earlier.

clincher sentence
– sentence
concluding a
paragraph and
emphasizing the
idea of the
paragraph

Step 7: Writing the Concluding Paragraph

- a. The concluding paragraph of your **Personal Response** should
 - reaffirm your answer to the question, then
 - suggest the effect of your position on society.In other words, you can move from specific to general, reversing the organization of your introductory paragraph.
- b. You have finished explaining your ideas. Details from literature or personal experience are rarely useful in a concluding paragraph.

Sample Concluding Paragraph

Whether casual or important, all relationships demand certain behaviours. When we ignore courtesies, relationships weaken. Choosing to violate society's expectations may have serious consequences, including rejection, loneliness, or even jail for serious situations. However, most people desire strong relationships. Most willingly adjust their own attitudes and behaviours to enjoy people they respect. Obviously, we would all be happier if everyone adopted such an attitude.

If your **Personal Response** is planned in this manner, writing will take little time because you will know exactly where to begin, what details to select for support, and how to close effectively. Strong analytical writing begins with careful planning.

Step 8: Editing the Essay

A first draft results from putting the pieces together.

- The tutorial you have been following produced the following first draft.

Careful editing is the key to an improved, polished product of which you can be proud.

- Changes in wording, additions of transitions, and combining or rearranging sentences produced a flowing and convincing final copy.

First Draft:

Similarly,

We get to know others by their behaviour. ^ They get to know us by our actions.

When we feel happy and confident, we are much more outgoing and accepting of
and their uniqueness.

others ^ . ~~We are sometimes frustrated and angry. We may look for some difference~~

When we are frustrated and angry, we may look for some difference

in others to criticize, driving away those who could be supportive friends. The fault

may be ours. We could change our own attitudes to produce more pleasant actions.

Although many relationships are casual, lasting

^ ~~Lasting~~ relationships depend on the extent to which we are willing to control our

behaviours and adjust our attitudes.

, only requiring

Most relationships are casual. ~~They require~~ us to behave with common courtesy

and politeness. In “Arctic Plums”, the relationship between Brian and Gladys was

limited to a slight interaction when he delivered her paper. The only time they ~~ever~~

spoke was when he collected. He never thought of her as a friend. Like Brian, on my

job at the grocery store, I serve customers politely, but I rarely have conversations *of any length* ^

with them. I am hardly thinking when I tell them where icing sugar is located. I say

“Hello” or “How are you” or “Have a nice day” many times a day ^ I don’t even
, but

expect a reply. I work with other students, but we do not socialize on the job. At

school, I mix with many others ^ I hang out with other skateboarders. ^ ~~We can~~
, but *because we*

discuss the latest moves we have tried. Politeness promotes pleasant environments, but ^ *as*

relationships become more complex ^ . *, more* ~~More~~ control is required to fulfill expectations.

Because society demands certain behaviours, we learn early to control our attitudes

Gladys’
and actions. Brian was afraid of being caught raiding G’s garden. Because of rumours

the children would not eat the fruit

In the workplace, training

and myths, ~~^ the fruit was not eaten.~~ ^ ~~Training on the job~~ includes expected

Supervisors fire

employee behaviour. ^ ~~Supervisor fires~~ those who are impolite and inefficient or not

This has an impact on promotions, which depend

assisting customers well. ^ ~~Promotion depends~~ on favourable job evaluations.

Sometimes employees must enforce store policies, dealing with unpleasant situations such as shoplifting.

^ ~~The store reports shoplifters.~~ Employees must deal politely with all customers, even

Controlling attitudes and actions is difficult but necessary for acceptance in society.

those with complaints. ^

By carefully adjusting our attitudes and controlling our behaviours we may promote cooperation and trust with those who are important to us. ^ Brian changed his opinion

of ^{her} Gladys. ^{After} ~~^ Gladys~~ ^{Gladys.} ~~after he learned more about~~ her. B had a strong relationship with

In my experience,

his friend because they could discuss issues. I took special interest

in a regular customer who one day was carrying a skateboard. We agreed to meet at the park after

^{where he} school. He ^ taught me new moves. I was always afraid to enter competitions, but *By trusting each other, we share our interests and skills to strengthen our relationships.*

with his encouragement, I did – and won. Now, I consider him a best friend. ^

Whether , all relationships

Relationships are ^ casual or important ^ . Relationships demand certain

Choosing to violate

behaviours. When we ignore courtesies, relationships weaken. ^ ~~Violating~~ society's

including

expectations may have serious consequences, ^ ~~like~~ rejection, loneliness, or even jail for

However, most

serious situations. ^ ~~Most~~ people desire strong relationships. Most willingly adjust

Obviously, we

their own attitudes and behaviours to enjoy people they respect. ^ We would all be

happier if everyone adopted such an attitude.

Because he had a strong relationship with his friend, he could accept information from him that Gladys' fruit was not poisonous. He realized he had chosen not to accept her.

Final Step: The Polished Essay

We get to know others by their behaviour. Similarly, they get to know us by our actions. When we feel happy and confident, we are much more outgoing and accepting of others and their uniqueness. When we are frustrated and angry, we may look for some difference in others to criticize, driving away those who could be supportive friends. The fault may be ours. We could change our own attitudes to produce more pleasant actions. Although many relationships are casual, lasting relationships depend on the extent to which we are willing to control our behaviours and adjust our attitudes.

Most relationships are casual, only requiring us to behave with common courtesy and politeness. In "Arctic Plums", the relationship between Brian and Gladys was limited to a slight interaction when he delivered her paper. The only time they ever spoke was when he collected. He never thought of her as a friend. Like Brian, on my job at the grocery store, I serve customers politely, but I rarely have conversations of any length with them. I am hardly thinking when I tell them where icing sugar is located. I say "Hello" or "How are you" or "Have a nice day" many times a day, but I don't even expect a reply. I work with other students, but we do not socialize on the job. At school, I mix with many others, but I hang out only with other skateboarders because we can discuss the latest moves we have tried. Politeness promotes pleasant environments, but as relationships become more complex, more control is required to fulfill expectations.

Because society demands certain behaviours, we learn early to control our attitudes and actions. Brian was afraid of being caught raiding Gladys' garden. Because of rumours and myths the children would not eat the fruit. In the workplace, training includes expected employee behaviour. Supervisors fire those who are impolite and inefficient or not assisting customers well. This has an impact on promotions, which depend on favourable job evaluations. Sometimes employees must enforce store policies, dealing with unpleasant situations such as shoplifting. Employees must deal politely with all customers, even those with complaints. Controlling attitudes and actions is difficult but necessary for acceptance in society.

By carefully adjusting our attitudes and controlling our behaviours we may promote cooperation and trust with those who are important to us. After he learned more about Gladys, Brian changed his opinion of her. Because he had a strong relationship with his friend, he could accept information from him that Gladys' fruit was not poisonous. He realized he had chosen not to accept her. In my experience, I took special interest one day in a regular customer who was carrying a skateboard. We agreed to meet at the park after school where he taught me new moves. I was always afraid to enter competitions, but with his encouragement, I did—and won. Now, I consider him a best friend. By trusting each other, we share our interests and skills to strengthen our relationships.

Whether casual or important, all relationships demand certain behaviours. When we ignore courtesies, relationships weaken. Choosing to violate society's expectations may have serious consequences, including rejection, loneliness, or even jail for serious situations. However, most people desire strong relationships. Most willingly adjust their own attitudes and behaviours to enjoy people they respect. Obviously, we would all be happier if everyone adopted such an attitude.

Planning an Essay of Opinion

CHOOSE one of the following assignments in which you will support your opinion of an author's apparent response to differences.

Choice A:

"Paper Matches" (*Between the Lines*, p. 241) is a poem presenting serious criticism of traditional gender roles. The speaker in the poem asks her aunts, "Why are we in here ... and (the men) are out there?" Despite quietly accepting their roles, the women feel angry, their "heads on fire" as they "come bearing supper."

What is your opinion of the poet's idea that individuals may fulfill gender roles because of obligation rather than because of their dedication to such roles?

Support your responses with details from the poem and your own observations and experience.

Choice B:

*parody – a
humorous
imitation of
another style; a
spoof*

"Little Red Riding Hood" (*Between the Lines*, pp. 245-246) is a **parody** giving a humorous response to modern concern for sensitive language that promotes respect for differences. This modern version of the old story addresses stereotypes of gender, age, species, occupation, food, and lifestyle. The author suggests that the solutions offered in modern society may be humorously excessive.

What is your opinion about the idea that responding to differences requires sensitivity?

OR

What is your opinion about the idea that positive solutions taken to extremes become ridiculous?

Support your response with details from the poem and your own observations and experience.

Choice C:

"Doonesbury" (*Between the Lines*, p. 243) is a cartoon giving a satirical response to some solutions to stereotyping. The nursery rhyme suggests men can control women. 'Mommy' in the cartoon objects strongly to the suggestion of male control of women in the nursery rhyme. She is teaching her son that male control is wrong, but the effect of her choice of words is as negative as the nursery rhyme.

What is your opinion of the idea that traditional children's stories promote gender stereotyping?

OR

What is your opinion of the idea that stereotyping may cause narrow-minded reactions?

Support your response with details from the poem and your own observations and experience.

Discuss your progress with a friend, your parents, another student, or your distance education coordinator as you follow the steps of the tutorial to produce your essay. The confidence you gain through following the steps carefully will give you greater control of thinking and writing. Stronger communication skills often mean better success in the work world.

PLAN your essay of opinion by following the steps of the previous tutorial. **You must show your plan in the Response Booklet**, but you may use the planning space in this booklet also.

Write your chosen question here:

Introductory Paragraph:

Step 1: Analyze your chosen question.

Use the following chart to organize the key words in your chosen question.

- List the key words.
- Categorize the key words. General words will connect with the majority of people; specific words will connect with the individual.
- Determine the order of the words from most general to specific.
- Explain how your chosen key words connect to people.

| Key Words | Category | Order | Explanation |
|-----------|----------|-------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |

Step 2: Answer your chosen question. This answer is your controlling idea or thesis.

Step 3: Construct the introductory paragraph of your opinion essay.

Body Paragraphs:

Step 4: Divide your position (controlling idea or thesis) into three parts.

a. Part 1:

Part 2:

Part 3:

- b. In the following chart express the three parts of your position. A complete sentence for each part will produce a **topic sentence** for each body paragraph.

This division of a topic into some manageable units is key to a successful essay. Return to Step 4 of the tutorial to review an example.

Step 5: Choose supporting details from literature and from personal experience for each body paragraph. List your chosen details in the chart.

| | Body Paragraph 1 | Body Paragraph 2 | Body Paragraph 3 |
|----------------------------------|------------------|------------------|------------------|
| Topic Sentences | . | . | . |
| Details from Literature | . | . | . |
| Details from Personal Experience | . | . | . |

Step 6: Writing Body Paragraph 1

- topic sentence (revised if necessary from Step 5)

- support your opinion with details in complete sentences:

➤ from the literature selection

➤ from personal experience

- clincher sentence

Step 6: Writing Body Paragraph 2

- topic sentence (revised if necessary from Step 5)

- support your opinion with details in complete sentences:

➤ from the literature selection

➤ from personal experience

- clincher sentence

Step 6: Writing Body Paragraph 3

- topic sentence (revised if necessary from Step 5)

- support your opinion with details in complete sentences:

➤ from the literature selection

➤ from personal experience

- clincher sentence

Step 7: Writing the Concluding Paragraph

Step 8: Editing the Essay

- Refer to **Focus on Progress** at the beginning of this unit. Which item(s) on your list of problems will you improve in this opinion essay?

- Assemble the parts you created during the planning process.

The following space may be used for drafting and editing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Presenting an Essay of Opinion

The **Response Booklet** has space for **Final Step: The Polished Essay**. The following rubric outlines the expectations for your plan and polished personal response essay.

Expectations for Personal Essays

| Plan <i>The student...</i> | Thought and Detail <i>The student...</i> | Writing Skills <i>The student...</i> |
|---|--|--|
| Excellent <ul style="list-style-type: none"> • analyzes and answers question thoroughly • creates purposeful topic sentences and clincher sentences • concludes deliberately and effectively | Excellent <ul style="list-style-type: none"> • develops ideas insightfully and confidently • supports ideas with precise details | Excellent <ul style="list-style-type: none"> • uses skillful, fluent, and effective structures • controls diction precisely • uses grammar, spelling, and punctuation accurately |
| Proficient <ul style="list-style-type: none"> • analyzes and answers question accurately • creates relevant topic sentences and clincher sentences • concludes effectively | Proficient <ul style="list-style-type: none"> • develops ideas thoughtfully • supports ideas with relevant details | Proficient <ul style="list-style-type: none"> • uses clear and fluent structures • uses specific diction • uses grammar, spelling, and punctuation with few errors |
| Satisfactory <ul style="list-style-type: none"> • analyzes and answers question adequately • creates basic topic sentences and clincher sentences • concludes with some sense of closure | Satisfactory <ul style="list-style-type: none"> • develops ideas appropriately • supports ideas with straightforward details | Satisfactory <ul style="list-style-type: none"> • uses clear but ordinary structures • uses general diction • uses generally accurate grammar, spelling, and punctuation |
| Limited <ul style="list-style-type: none"> • analyzes question inappropriately • answers question weakly • creates weak topic sentences and clincher sentences • concludes superficially | Limited <ul style="list-style-type: none"> • develops ideas superficially or weakly • uses vague and/or repetitive supporting details | Limited <ul style="list-style-type: none"> • uses some ineffective structures • uses imprecise or very general diction • shows weak knowledge of grammar, spelling, and punctuation |
| Poor <ul style="list-style-type: none"> • fails to analyze the question • answers question inadequately • fails to produce topic sentences and/or clincher sentences • fails to conclude | Poor <ul style="list-style-type: none"> • uses marginally relevant or undeveloped ideas • uses inadequate or few supporting details | Poor <ul style="list-style-type: none"> • uses unclear structures frequently • uses inaccurate diction often • allows errors in grammar, spelling, and punctuation to impede communication |

After you have written your essay, be certain to include your comments in the **Response Booklet** about your improvements and strengths. Self-evaluation is an essential part of self-improvement!

Accepting and Expressing Opinions

Identifying others' differences and responding to them does not mean that your opinions must change. In fact, having supported opinions and expressing them appropriately is a right and a responsibility in democratic societies. High school students are faced with many issues to which 'sides' are evident. A local issue of whether hats may be worn in school, a community issue of whether skateboarders may have their own park, provincial issues concerning the cost and availability of medical care, national issues of North American trade relations or support of US military campaigns, or human issues concerning abortion or hunger all generate opposing viewpoints, often with strong emotion.

You will understand an issue well only if you have relevant information about opposing sides. The difficulty may be that so much information is available that you do not know which side to support. Sometimes the emotion generated by your involvement or experience prevents clear understanding of your own or others' positions on the issues.

READ Philippa Lao's Letter-to-the-Editor in *Communicate*, p. 193.

This letter is a response to a news item about City Council's decision to ban skateboards from a downtown square.

Like Philippa, you may be emotionally charged by your desire to skateboard where you please but not understand why others may object to skateboards in public places frequented by people of all ages. A chart paralleling the points may effectively sort the information and clarify which side of the issue is worth your support.

The value of an opinion is determined by the quality of the support offered.

| Possible reasons for banning skateboarding by city councillors | Philippa's Letter-to-the-Editor, <i>Communicate</i> , p. 193 |
|---|---|
| Position: Skateboarding in Saint Patrick's Square is dangerous to the public. | Position: The no-skateboarding bylaw passed by City Council is wrong. |
| Support: <ul style="list-style-type: none"> • square is used by people of all ages • skateboarders often are injured or cause injury to others • bicycles are prohibited from the square • several other recreational facilities and entertainment are available for youth | Support: <ul style="list-style-type: none"> • unfair to young people • healthy and entertaining sport • not many places for young people downtown • safe sport because of pads and helmets |



Assignment 1: Identifying Support for Opinions

READ both of the following selections and complete the “position charts” that follow:

- “One Woman’s Story”, an essay by Michelle McColm in *Between the Lines*, pp. 256-258 (General Topic: adoption)
 - “Remember Africa”, a narrative essay by Jo Beth McDaniel in *Between the Lines*, pp. 296-299 (General Topic: memorable relationships)
- a. CHART the support available in the story for the two opposing positions provided. One item of support is given as an example for each position.

| “One Woman’s Story” | |
|---|---|
| Position: Adopted children should know their history and have maximum contact with birth parents. | Position: Adopted children should not be told their history and have no contact with birth parents. |
| Support: <ul style="list-style-type: none">• <i>Michelle felt guilt/anxiety at age 6 over what she must have done causing her mother to give her away.</i>••• | Support: <ul style="list-style-type: none">• <i>Michelle was caught between adoptive and biological parents.</i>••• |

| “Remember Africa” | |
|--|---|
| Position: Commitment to a relationship ends when one partner can no longer contribute fully. | Position: Relationships require continued commitment although one partner may be unable to contribute fully. |
| Support: <ul style="list-style-type: none">• <i>Frank was afraid of Ruth.</i>••• | Support: <ul style="list-style-type: none">• <i>Ruth says she loves Frank whether he knows her or not.</i>••• |

- b. **CHOOSE** one of the following three selections in *Between the Lines*.

| Title | Pages | General Topic |
|---------------------------------------|---------|-----------------------------|
| "First Kiss - First Love" | 271-275 | young love/parental concern |
| "Jamaican Dreams" | 260-265 | immigration |
| "Thanks for being out there, brother" | 267-269 | inspiration of a sibling |

COMPLETE the analysis of the opposing positions suggested and supported by the author of your chosen literature. The positions you identify will concern the general topics given for each selection.

| Title | |
|--|--|
| Position: | Position: |
| Support: | Support: |

Assignment 2: Choosing and Supporting Your Position

You have now completed three “position charts”, each identifying support for opposing views of an issue.

CHOOSE one of the positions from the three charts. Identify aspects of your own experience or observations that support the position you chose.

If you could choose Philippa’s position, you would add details from your own experience with skateboarding as the following example shows.

Title: Philippa Lao’s Letter-to-the-Editor

Position: *The no-skateboarding bylaw passed by City Council is wrong.*

Personal Support:

- *In my community, teens are also discriminated against by a similar rule prohibiting skateboarding on sidewalks.*
- *I am a responsible skateboarder, considerate of pedestrians.*
- *I use my skateboard as fast transportation.*
- *My cousin has a career teaching skateboarding to beginners at Skateboards R Us because of the skills he developed on the streets and in the parks of his town.*
- *In-line skaters are allowed to go anywhere they wish.*



COMPLETE the following chart for your selected position.

| |
|--------------------------|
| Title: |
| Position: |
| Personal Support: |

Assignment 3: Expressing Your Position

letter-to-the-editor – a letter intended for publication, usually written in response to some news item or issue

A **Letter-to-the-Editor** is a common way to react publicly to an issue. The letter is written to a newspaper or magazine, addressed to the editor, but intended to be read by the public. Because you want your message to be meaningful to the public, avoid using “you”, which would refer only to the editor.

A letter-to-the-editor is a mini-essay. A position is stated, supported, and concluded. You have read Philippa Lao’s letter-to-the-editor on page 193 of *Communicate*. Her first paragraph states clearly her disagreement with City Council’s decision. Her second, third and fourth paragraphs support her position from her experience and observations. She concludes with some suggestions for actions that could change the situation to favour her position.

TIPS about Rhetorical Questions:

Be cautious of adopting some features of her writing style such as the **rhetorical question**. Questions may remove control from the writer if the answers are up to the reader. If a reader answers yes to “... is the real purpose of the bylaw to get young people out of the square altogether?”, Philippa’s point is lost.

In speeches, tone of voice indicates expected answers, but tone in writing is less clearly shown.

rhetorical question – a question asked for effect; the answer is usually an obvious ‘yes’ or ‘no’

Your “position charts” of Assignments 1 and 2 contain the details of your position shared with an author. **Use those details to draft a letter-to-the-editor to a local newspaper.**

- Explain your position by using
 - support from the piece of literature,
 - support from your experience and observations, and
 - proposed action to “fix the problem”
- Control tone carefully. You need to be emphatic without being sarcastic or demeaning to anyone.

WRITE your letter-to-the-editor using full-block form as demonstrated in Unit 3 or as Philippa used on page 193 of *Communicate*. The following rubric summarizes the expectations of a letter-to-the-editor.

As with any major assignment, discuss your progress with a friend, your parents, another student, or your distance education coordinator. You will enhance your control of thinking, speaking, and writing. Your future job success may depend upon these skills.

Expectations for Letter-to-the-Editor

| Format and Tone <i>The student...</i> | Thought and Detail <i>The student...</i> | Writing Skills <i>The student...</i> |
|---|--|--|
| Excellent <ul style="list-style-type: none"> • uses correct letter format with no errors • controls tone skillfully to fulfill purpose | Excellent <ul style="list-style-type: none"> • develops ideas insightfully and confidently • supports ideas with precise details | Excellent <ul style="list-style-type: none"> • uses skillful, fluent, and effective structures • controls diction precisely • uses accurate grammar, spelling, and punctuation |
| Proficient <ul style="list-style-type: none"> • uses correct letter format with no errors • uses tone effectively | Proficient <ul style="list-style-type: none"> • develops ideas thoughtfully • supports ideas with relevant details | Proficient <ul style="list-style-type: none"> • uses clear and fluent structures • uses specific diction • uses grammar, spelling, and punctuation with few errors |
| Satisfactory <ul style="list-style-type: none"> • uses correct letter format with few errors • uses tone appropriately | Satisfactory <ul style="list-style-type: none"> • develops ideas appropriately • supports ideas with straightforward details | Satisfactory <ul style="list-style-type: none"> • uses clear but ordinary structures • uses general diction • uses generally accurate grammar, spelling, and punctuation |
| Limited <ul style="list-style-type: none"> • uses correct letter format with several errors • uses tone inconsistently | Limited <ul style="list-style-type: none"> • develops ideas superficially or weakly • uses vague and/or repetitive supporting details | Limited <ul style="list-style-type: none"> • uses some ineffective structures • uses imprecise diction • shows weak knowledge of grammar, spelling, and punctuation |
| Poor <ul style="list-style-type: none"> • uses incorrect letter format and/or many errors • uses inappropriate tone | Poor <ul style="list-style-type: none"> • uses marginally relevant or undeveloped ideas • uses inadequate or few supporting details | Poor <ul style="list-style-type: none"> • uses unclear structures frequently • uses inaccurate diction often • allows errors in grammar, spelling, and punctuation to impede communication |

Space for your polished letter-to-the-editor is available in the **Response Booklet**.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Representing Your Awareness

Accepting differences may produce tolerance but not necessarily harmony. Groups may work together without really knowing and appreciating each other. Attempts to understand individual uniqueness and cultural differences promote security because they reduce the threat of rejection and desire for control.

In “Berry picking”, the poet identifies a ‘test’ for traits she desires in another person to produce a successful relationship. She identifies the ways she wants the person to be different than most. She wants to be sure he will have certain characteristics that make him “just right for me”.

READ “Berry picking” on pages 278-280 in *Between the Lines*.

The poet suggests the experience of picking berries is useful in choosing a mate because significant traits will be identified by his behaviour.

Assignment 1: Determining Traits

- a. What desirable traits are identified in each of the following quotations from the poem? One is given as an example.

- i. “Whether he persevered despite blackflies and sunburn”

- ii. “Whether he picked the berries clean or carelessly tore off the leaves as well”

- *diligence (caution, carefulness)*

- iii. “Whether he stayed to fill the pail or, bored by the buzzing loneliness of field or wood, left it half filled and went off to join the others in the house”

- iv. “Whether he worked with ease and pleasure at my side or, angry one day that I had almost filled my pail and he had not, pushed my hand so that my berries upon the ground were trampled underfoot”

- b. Follow the poet's pattern to create a "test" for anyone who would consider rejecting you when you are a newcomer to a group or place. If that person follows your "test", he (or she) will realize the differences that you know make you a unique and valuable individual. Think of this as involving you and one other person. Use the following as your guide.

My Test

*Before rejecting me as a newcomer,
I would need to have someone...*

*Then she (or he) would know
key unique aspects of my character.*

- c. List several key aspects of your own character that you would want such a person to recognize and accept. (Return to your list of character traits in Unit 3 if you get stuck!)

Assignment 2: A Visual Display

CREATE a visual display of your metaphor of your "test". You will likely combine visual elements with words in a poster, brochure, collage, photo essay, a puzzle, even cartoons, *etc.* Have fun by creating a **spoof** of the usual form of tests in school, a driving test, a vision test, a hearing test, a fitness test, ... whatever you wish!

Because this is a culmination for this unit, your display should connect your personal uniqueness with the topic of "Understanding and Accepting Differences". Perhaps you will use the unit's title, the section titles, assignment titles, or other parts of the unit as you wish.

spoof or parody
– humorous
imitation making
fun of something
serious or well-
known

Creative Portfolio

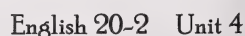
Your **Creative Portfolio** should already contain

- a creative piece from Unit 1 Section 3,
- your Photo Essay from Unit 2, and
- a creative piece of your choice from Unit 3.

Your **Creative Portfolio** is due with Unit 6.

This unit will provide at least two more pieces for your **Creative Portfolio**:

1. Your Section 6 assignment (Visual Display) should be placed into your **Creative Portfolio** when your teacher returns this unit.
2. You are expected to produce another creative assignment related to the topics in this unit. Some suggestions may be helpful.
 - poem or anecdote about some aspect of differences
 - photograph and explanation about differences (An original photograph is preferred, but a photocopy or clipping is acceptable. Candid shots often illustrate ideas better than posed photos.)
 - collage of contrasting “looks”—complete with explanation of your purpose
 - original story or anecdote involving childhood myths
 - spoof of a familiar nursery rhyme or children’s story
 - original cartoons or comic strip—with text to emphasize or explain the issue you chose
 - letter-to-the-editor about a topic of your choice (other than the one already in this unit)
 - series of diary entries (fictional or real) showing some aspect of understanding or accepting differences
 - *etc.*



3. The pronoun **this** refers to something nearby.

X *This teacher and I were walking to class together.*

The reader will wonder who “this teacher” is because you have not identified one yet. If you had identified Miss Jones as your English teacher and then referred to her as “this teacher”, the reader could follow your pronouns well.

✓ *A teacher and I were walking to class together.*

Now, the meaning is clear to the reader because you are not suggesting a specific teacher.

4. The pronouns **he**, **she**, **they** are often confused because English speakers are offended to be called “it”.

X *When a person misuses pronouns, they may confuse their readers.*

In this sentence, they and their are plural (more than one), but they both refer to person, which is singular (only one). Because 2 cannot equal 1, something is wrong here!

✓ *When people misuse pronouns, they may confuse readers.*

The easiest correction is to use people instead of a person to connect with the plural they.

Alternatives such as he/she or her/him are repetitive and awkward.

5. Pronouns such as **someone** and **anyone**, and even **everybody** are actually singular. Just think of -one and -body in these words—definitely singular.

X *Everyone put their coats away.* ✓ *Everyone put his coat away.*

X *Somebody forgot their books.* ✓ *Somebody forgot his book.*

“Some” is plural when used alone, as in “Some books were left here”.

...and now some practice is available in the Response Booklet.

Final Assignment: What Have I Accomplished?

You have completed *Unit 4: Understanding and Accepting Differences* of English 20-2.

- You examined a variety of texts, connecting them to the unit topic.
- You studied differences as expressed in poetry.
- You examined photos to understand and accept differences.
- You studied non-fiction to understand others' responses to differences.
- You studied the short story as a commentary on the misunderstanding of differences.
- You followed a tutorial to plan an essay of opinion.
- You chose an issue, then planned and wrote an essay of opinion.
- You identified issues and their support in literature.
- You supported a personal position in a letter-to-the-editor.
- You represented your personal uniqueness in a visual display.
- You polished an original piece for your creative portfolio.
- You completed an RRSP assignment concerning *pronouns*.
- You evaluated your accomplishments.
- You wrote journals.
- You created another project for your **Creative Portfolio**.
- You have completed all **Response Booklet** assignments.
- **You were busy!**

The last assignment is to reflect on your progress during this unit. Respond to the following questions in complete sentences. Space is available in the **Response Booklet** for your finished copy.

1. What do I now know about understanding and accepting differences? Explain.

2. Now that I have studied and expressed opinions, will I be more critical of my own and of others' opinions? Explain.

3. Has the step-by-step tutorial and step-by-step creation of a composition been useful to me? Explain.

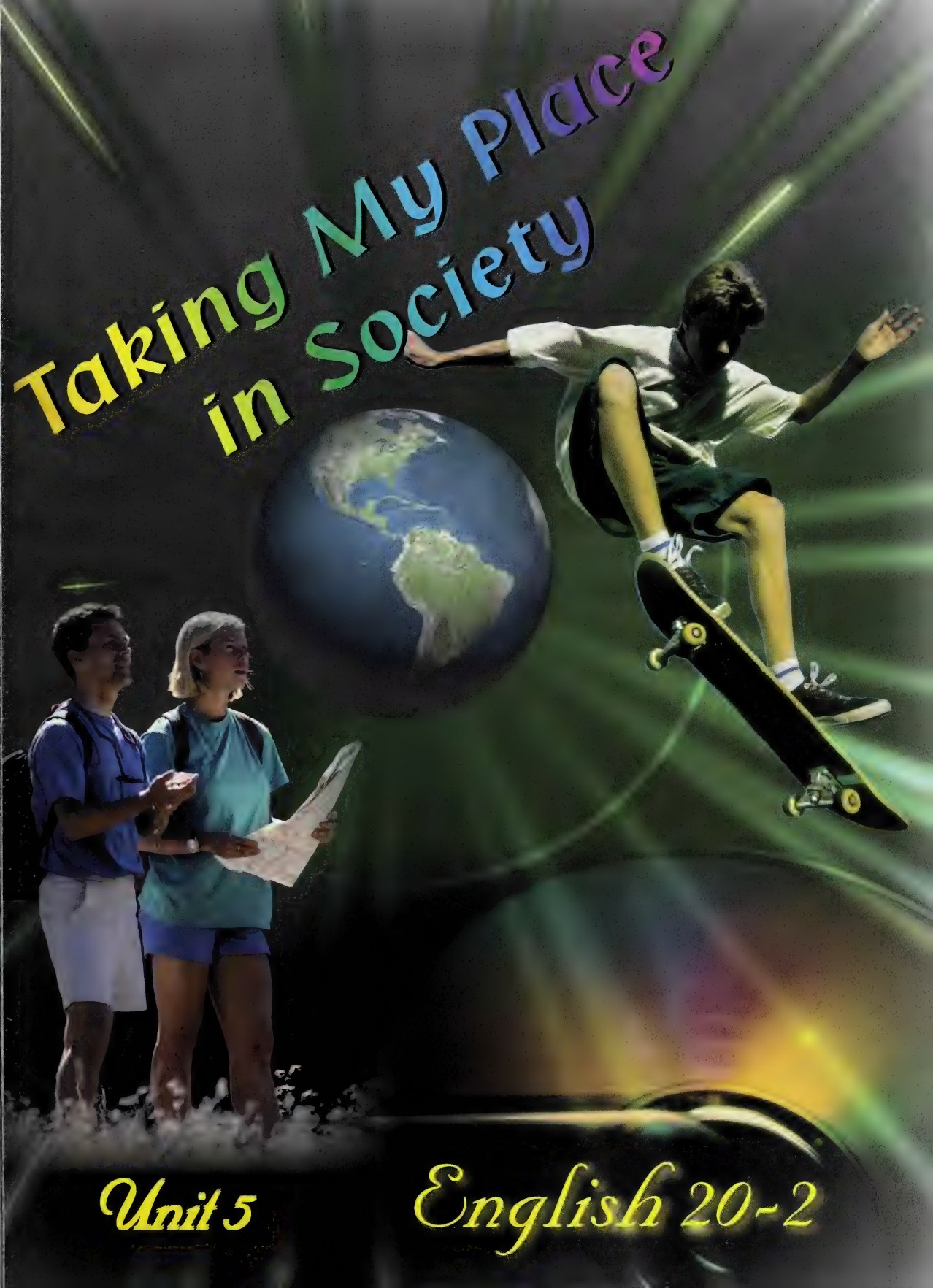
4. Did I like having a choice of assignments, such as those given for the essay of opinion and the letter-to-the-editor? Explain.

5. What problems did I have completing this unit? How did I overcome those difficulties?

The following rubric indicates the expectations and criteria for evaluation for this assignment in *metacognition*.

| | <i>The student ...</i> |
|---------------------|--|
| Satisfactory | <ul style="list-style-type: none">• shows evidence of logical thinking• writes detailed and complete responses |
| Limited | <ul style="list-style-type: none">• shows little evidence of logical thinking• writes inappropriate and/or incomplete responses |

You are ready to celebrate your achievements, and send your work for grading. You can proceed to *Unit 5: Exploring Attitudes in a Novel*.



Taking My Place in Society

Unit 5

English 20-2

English 20-2

Unit 5

CANADIAN CATALOGUING IN PUBLICATION DATA

Jackson, Patricia

Sheets, Marvin

Alberta Distance Learning Centre - English 20-2

Pembina Hills Regional Division #7

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The Alberta Distance Learning Centre has an Internet site that you may find useful.
The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Unit 5: Exploring Attitudes in a Novel

Those around you who you may regard as unusual or those who do not fit with any common group may be different because of their backgrounds. Getting to know them may require hearing them tell of their experiences and environments. The result may be new understandings of them and acceptance of their uniqueness.

A novel is most often based upon a variety of experiences over a certain period of time. The author, then, is able to explore the effects of experiences upon the characters. Readers may be led to appreciate not only the fictional world of the novel but also the reality upon which the fiction is based.

Two titles are offered for study in this unit. Both involve the world of work. In one novel, the main character is the son of a news cameraman; in the other, the characters are farm labourers. However, in both novels the main characters interact with various people who are also defined by jobs: boss, mule driver, reporter, policeman, etc. Because work dominates people's lives, people are often known by what they do. For example, in your life, you are a student, but you may become a farmer, a plumber, or a technician of some sort.



Outcomes of Unit 5: Exploring Attitudes in a Novel

You will

- read a novel, choosing one from two possibilities
- write journals
- show your understanding of characters and events by writing various types of text
- use charts to analyze a character
- write and deliver a speech from the point of view of a character
- plan and write an essay of opinion after reviewing a tutorial from Unit 4
- prepare a representation of the novel (to be placed in your **Creative Portfolio**)
- complete structural exercises

Explanations and instructions are given in this **Student Booklet**. Space for finished answers is provided in the accompanying **Response Booklet**.



Considering a Novel



READ “Reading Novels” in *Communicate*, pages 17-18.

The leisure novel generally focuses upon enjoyment—you want to participate in someone’s adventure, you want to solve a mystery, you want to “see what happens next”. The novel for classroom study usually requires careful reading and study because you are expected to understand how the author manipulates his characters, the events, and his reader to achieve some purpose. Thus, at the end you are often expected to think about the ideas that have been developed by the author to help you to see more of human nature. “How to Read a Novel” in *Communicate*, page 18, offers five strategies for reading a novel.

Journal 1: Approaching a Novel

In a journal entry, write about your experience with novels. Such questions as the following may give you some ideas from which you can create a paragraph. Do not attempt to answer all the questions; instead, choose carefully and support with details.

- How do you select a leisure novel?
- What sort of characters do you prefer in novels? Why?
- What novel has been outstanding to you and for what reasons?
- If you have seen a film version of a novel you have read, which do you prefer and why?
- Have you read any novel more than once? Why?
- What did you learn about human nature or human beings from the last novel (or any novel) you read?
- Why do you enjoy or not enjoy science fiction or other fantasies?
- If you were to design a novel, where would it be set, who would be the main character, what conflicts would be involved? Why?
- Have you learned anything from novels about the world of work? Explain.

Space for polished work is available in the **Response Booklet**.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Using the Internet and Film Sources:

The Internet may be a valuable source of information about the novels or the situations they depict. Some early browsing may prepare you for reading or some searching while reading may extend your understanding and interests. Some suggested sites may not always be accessible to you because the Internet changes constantly.

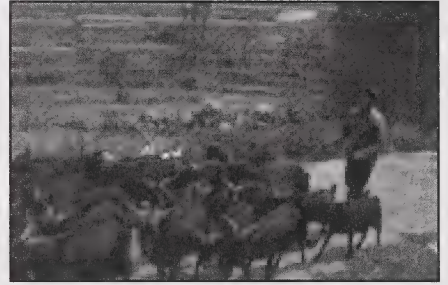
Novels are often the basis for films, but viewing a film cannot substitute for reading a novel. Viewing one or more films may assist your understanding of the time, place, and situation of the story. Although films attempt to show most major events in a novel, the director's choices or the actor's personalities may change the perception of the author's intention. In this unit, all assignments refer specifically to the novel.

Choose ONE novel from two choices offered in this course. You may wish to base your choice on your interests and/or information from some sources provided.



Novel A: *Forbidden City* by William Bell

This novel involves a teenager, Alex, accompanying his father, a CBC news cameraman, on a trip to China for what he thought would be a vacation. He is in Tiananmen Square on June 4, 1989, the date the world watched the government of China suppress a protest led by students. Alex sees the brutality of oppressive government control, but he also witnesses the compassion and friendliness of the common people. The first-person point of view is engaging although the Chinese names are difficult for many readers.



Novel A: *Forbidden City*

Some Internet and Film Sources

Internet:

Bell, William. "Welcome to William Bell's Web Site"

[<http://www.orillia.org/williambell/>](http://www.orillia.org/williambell/)

- information, photos of key places in the novel

Cohen, Paul M. "Forbidden City: The Imperial Residence then Tiananmen Square".

[<http://paulmcohen.com/Forbiddn.htm>](http://paulmcohen.com/Forbiddn.htm)

Danford, Peter. "At the Square: A Panoramic View of Students at the Square". 2000.

[<http://www.roundtiananmensquare.com/index.html>](http://www.roundtiananmensquare.com/index.html)

- 360 degree view of Tiananmen Square
- excellent photos

—— "Forbidden City: A Virtual Tour". 1996-2001. Xindeco Business Information Co. Xiamen. Fujian. China.

[<http://www.chinavista.com/beijing/gugong/map.html>](http://www.chinavista.com/beijing/gugong/map.html)

- Virtual tour with map, photos, brief explanations

—— "Forbidden City". From *Beijing: Glimpses of History*. Foreign Languages Press. Beijing. China.

[<http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/scenfc.html>](http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/scenfc.html)

- includes photos and descriptions

—— Photo of burial site of terracotta clay army (no title or explanation)

[<http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/images/scenery/terracot.jpg>](http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/images/scenery/terracot.jpg)

—— "The Great Wall". From *Beijing: Glimpses of History*. Foreign Languages Press. Beijing. China.

[<http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/scengw.html>](http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/scengw.html)

- includes photos and descriptions

Ulysses (see Prologue of the novel)

Alfred, Lord Tennyson. *Ulysses*. 1809-1892.

[<http://www.raingod.com/angus/Poetry/Poems/a_tennyson.html>](http://www.raingod.com/angus/Poetry/Poems/a_tennyson.html)

- printed copy of the original poem

Chandler, Arthur. "ULYSSES". San Francisco State University. 1995.

[<http://charon.sfsu.edu/TENNYSON/ULYSSES.HTML>](http://charon.sfsu.edu/TENNYSON/ULYSSES.HTML)

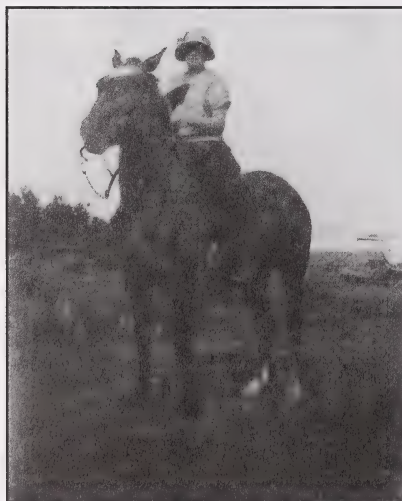
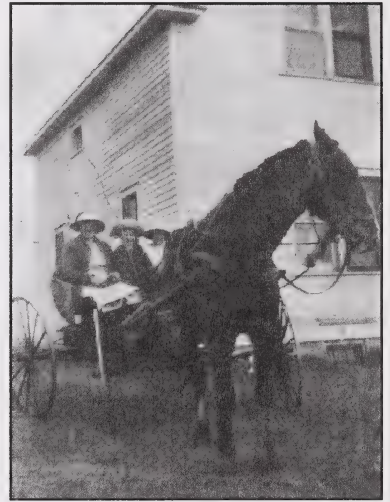
- an excellent reading of *Ulysses* (5 minutes)
- After the file has been downloaded, it plays fluently.

Video

The Gate of Heavenly Peace (based on Tiananmen Square Massacre)

Novel B: *Of Mice and Men* by John Steinbeck

This novel involves two agricultural labourers during the 1930s moving from job to job, attempting to provide their basic necessities. George understands Lennie despite his limitations. Like most people, they have dreams, but fears and circumstances prevent fulfillment of their dreams. Steinbeck comments upon a society in which those who could have accepted others' differences are unchanged and those who are different remain unappreciated. In the 1930s, racial intolerance was prominent, especially dividing blacks from whites. The conditions in which blacks often lived and the words they were called are no longer acceptable. Steinbeck uses the level of language expected of uneducated drifters and labourers. Such language may be offensive to some readers because of coarseness and some blasphemy. However, such language is inappropriate in your compositions for this course.



Novel B: *Of Mice and Men*

Some Internet and Film Sources

John Steinbeck

Cox, Martha Heasley. "Steinbeck Country". Center for Steinbeck Studies. San Jose State University. September, 1999.

<<http://www.sjsu.edu/depts/steinbec/steincon.html>>.

- a virtual tour of places connected with John Steinbeck's life and writing
Douthat, Ross. "SparkNotes on *Of Mice and Men*". SparkNotes LLC. 24 April 2002

<<http://www.sparknotes.com/lit/micemen>>

- context, plot, characters, chapter summaries

Rutherford, Nancy Louise. "Of Mice and Men The Survival Guide" 2000.

<http://www.lausd.k12.ca.us/Belmont_HS/mice/>

- directed to students: chapter summaries, vocabulary, allusions, idioms, FAQs, related links

Trosow, Esther. "John Steinbeck's Pacific Grove". 2000.

<<http://www.93950.com/steinbeck/>>

- a self-guided driving tour of John Steinbeck's Pacific Grove.

—— "About John Steinbeck". The National Steinbeck Center. Salinas, California.

<<http://www.steinbeck.org/FactsAwards.html>>

- about Steinbeck • facts, awards, & honours

—— "Steinbeck Of Mice and Men". Western Washington University. 1999-2002.

<<http://www.ac.wvu.edu/~stephan/Steinbeck/mice.html>>

- brief summaries, maps, links

—— "Gary Sinise: Actor and Director". Stage and Screen. Undated

<<http://sinisefans.org/mice/>>

Mental Retardation

—— "Introduction to Mental Retardation". Foundation of The Arc of the United States. Silver Spring, Maryland. 1999-2002

<<http://www.thearc.org/info-mr.html>>

- Information About Mental Retardation and Related Topics

<<http://www.thearc.org/faqs/emqa.html>>

- Employment of People with Mental Retardation

Migrant Workers

Lange, Dorothea. "Migrant Workers". Imperial Valley, California, February and March 1937. from Carl Fleischhauer and Beverly Brannan, eds. *Documenting America, 1935-1943*. Berkeley. University of California Press, 1988.

< <http://lcweb2.loc.gov/ammem/fsahtml/fachap03.html>>

Video

Of Mice and Men

- 1981 (Robert Blake and Randy Quaid)
- 1992 (John Malkovich and Gary Sinise)

Video with similar background — *The Grapes of Wrath* (1941, Henry Fonda)

William Bell, *Forbidden City*

Printed with edging of this background texture...

- Section 2A: *Forbidden City*, Part One
- Section 3A: *Forbidden City*, Part Two
- Section 4A: *Forbidden City*, Part Three
- Section 5A: *Forbidden City*, Part Four
- Section 6A: *Forbidden City*, Part Five
- Section 7A: *Forbidden City*, Part Six
- Section 8A: *Forbidden City*, Part Seven
- Section 9A: *Forbidden City*, Part Eight

OR

John Steinbeck, *Of Mice and Men*

Printed with edging of this background texture...

- Section 2B: *Of Men and Mice*, Part One
- Section 3B: *Of Men and Mice*, Part Two
- Section 4B: *Of Men and Mice*, Part Three
- Section 5B: *Of Men and Mice*, Part Four
- Section 6B: *Of Men and Mice*, Part Five
- Section 7B: *Of Men and Mice*, Part Six
- Section 8B: *Of Men and Mice*, Part Seven

S2A SECTION TWO A

Forbidden City, Part One

prologue –
introduction to
literary or
musical work

Forbidden City begins with **Prologue**, defined as an introductory section of a literary or musical work. In this case, the character Alex ‘speaks’ to the reader, summarizing his experience during the novel. Because you have not read his adventures yet, this will give you clues to his response to his trip to China.

Alex refers to “Ulysses”, a poem by Alfred, Lord Tennyson, which summarizes Homer’s ancient Greek legend, *Odyssey*. Ulysses, a king who has many adventures over the seas for twenty years, returns to his homeland where he feels like an outsider. After his trip to China, Alex, too, feels determined like Ulysses: “strong in will to strive, to seek, to find, and not to yield.”

Alex’ experiences in China gave him a broader view of the world. Like Ulysses, he could say, “I am a part of all that I have met.” If his friends see his differences as odd, he may feel rejected; if his new uniqueness is accepted, his friends will gain much from him. Perhaps that is why Alex suggests at the end of the Prologue that he fears never fitting in again.

Forbidden City is written as a series of dated diary entries. For your convenience, you will be assigned reading and study of the novel in six parts. These will be identified by dates rather than by page numbers because students may have different editions of the novel. Please follow instructions carefully.

Part 1: March 29 to the end of April 8

Part 2: April 14 to the end of May 5

Part 3: May 20 to the end of May 29

Part 4: May 30-June 2, to the end of June 4

Part 5: June 6, to the end of June 8

Part 6: June 9 to the end of June 28 and Afterward

The novel contains several Chinese names that may be unfamiliar to you. A pronunciation guide and a map of Beijing that has been drawn by Alex is given at the end of the novel to help you to understand his experience more clearly.



READ Part 1: Prologue, March 29, March 30-31, April 1, April 4, April 6, April 7, and April 8.

You will have noticed that in his entry for April 8, Alex wrote

I went to the hotel dining room and had some toast, then I cruised the hotel shops for postcards. I got some with pictures of the wall or Forbidden City on them, plus a map of Beijing, and a copy of Beijing, Old and New. I was forming a plan of what I wanted to do for the next week or so to kill time.

I went and sat in the lobby coffee shop and wrote a card to Mom—Dad said I should write to her once in a while—and watched the tourists....

Assignment 1: Postcards

You are to summarize Alex' activities for the time or situation indicated. Because postcards have limited space for messages, the photographs on them may be part of the message or impression. Therefore, explanations are brief; often point form will work well. The specific audience determines the information and tone of the message—just like most letters or memos.

- a. Write the postcard that Alex wrote to his Mom on April 8. You may suppose Mom was aware of the general plan of Alex going to Beijing with his dad. Alex and his dad arrived in Beijing on April 1. Alex wants to keep Mom aware of events, but he certainly does not want her to worry about his safety.
- b. Write the postcard that Alex wrote to his best friend on April 8. Alex may tell his friend a few things that he would not tell Mom. His friend would want the real version of events!

Each postcard should contain

- the date (on the 'postage stamp')
- the name and address of person to whom the postcard is being sent (Invent information as necessary.)
- the message as directed in the assignment

Space for finished work is in the **Response Booklet**.

APRIL 8,
1989

Beijing,
China

To:

APRIL 8,
1989

Beijing,
China

To:



Assignment 2: Character

Alex' diary entries from March 29 to the end of April 8 introduce the reader to the characters (especially Alex and his dad) and to the situation (the 'job' in China).

You will recall from Unit 3 that Performance Assessment is an important part of work. It shows a worker's responsibilities as well as the quality of his/her effort. You are to assume Alex is at "work" and that you are his evaluator.

As you read this novel, you will assess Alex' experiences to identify qualities that are valued in the work place. Use the information about Alex in the novel to complete the **Performance Assessment** form for Alex.

Guidelines:

- Notice that all information for the first two entries is provided for you. These examples show the connection between the activities and the personal qualities. When Alex made arrangements with his teachers for his absence, he showed that he was responsible. When he agreed to keep a diary as a history project (and then did so), he showed that he was dedicated.
- For *April 4*, you are given the qualities, but you must indicate the activities that demonstrate those qualities.
- For most entries, either the activities or the qualities are provided. Your task is to complete each bullet of the assessment chart, ensuring that the qualities are supported by the activities.
- The number of bullets in any box is the minimum requirement of entries. You are welcome to include more.

You will complete a similar chart for each part of the novel. Later, you will summarize Alex' activities and the character traits evident in his attitudes and behaviour.

Performance Assessment

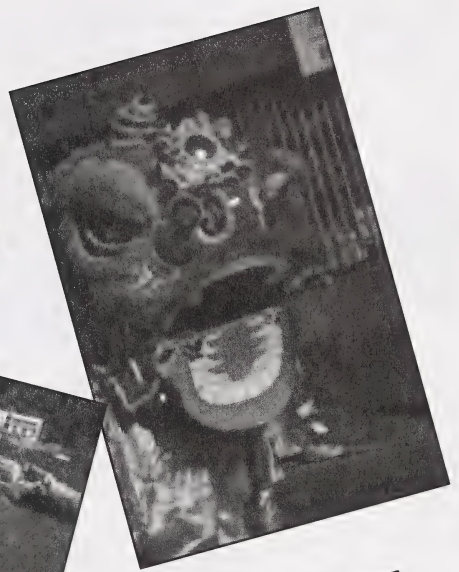
Name: *Alex Jackson*

Date: *April 8, 1989*

Job Description: *volunteer assistant to news cameraman*

Part 1: March 29 to the end of April 8

| Activities | Qualities |
|---|---|
| March 29, 30-31: Prepare for journey to China <ul style="list-style-type: none">• Arranged with teachers to be away for 3 months<ul style="list-style-type: none">➤ special project in Computing Science➤ agreed to diary as part of history class | <ul style="list-style-type: none">➤ responsible➤ organized➤ dedicated |
| April 1: Travels to China <ul style="list-style-type: none">• Looks after tickets and boarding passes• Memories of parents' divorce• Interest in military history | <ul style="list-style-type: none">➤ responsible➤ serious➤ mature➤ curious |
| April 4: Reacts to new surroundings in China <ul style="list-style-type: none">•• | <ul style="list-style-type: none">➤ observant➤ curious➤ willing to accept new perspective |
| April 6: Meets Lao Xu <ul style="list-style-type: none">• Tours Great Wall, Ming tombs, etc.• Learns structure of jobs and politics from Eddie | <ul style="list-style-type: none">➤➤ |
| April 7: Becomes homesick <ul style="list-style-type: none">• Reads novels• Complains of lack of independence and activity | <ul style="list-style-type: none">➤➤ |
| April 8: Plans <ul style="list-style-type: none">• Reads maps• Aware of movie camera in coffee shop• Plans to buy bike and tour around the city | <ul style="list-style-type: none">➤➤ |



3A SECTION THREE A

Forbidden City, Part 2



READ Part 2: April 14, April 15, 12:15 A.M., April 15, April 24, April 26, April 27, and May 5

Assignment 3: Postcards

As explained in Assignment 1, the specific audience of a postcard determines the information and tone of the message.

Write the postcard Alex sent to his history teacher on April 24 after he and Lao Xu attended the story-telling session in “a kind of teahouse”. Remember that Alex’ history teacher, Mr. Bronowski, had asked Alex to keep a diary of his time in China. The whole novel is the diary; the postcard should be Alex’s impressions of some Chinese history learned at this special event.

Your postcard should contain

- date (on the ‘postage stamp’)
- name and address of person to whom the postcard is being sent (Invent information as necessary.)
- message as directed in the assignment

| | |
|--|-------------------|
| | Beijing, China |
| | To: |

Assignment 4: Character

- Complete the following **Performance Assessment Form** for Alex, April 14 to May 5.
- Ensure that the qualities you identify are supported by the activities.

| Performance Assessment | |
|--|---|
| Name: <i>Alex Jackson</i> | Date: <i>May 5, 1989</i> |
| Job Description: <i>volunteer assistant to news cameraman</i> | |
| Activities | Qualities |
| April 14: Learns Chinese and takes tours <ul style="list-style-type: none"> • Enrols in school to learn language • Buys jacket and hat • Adapts bike to carry camcorder • Explores city on his bike • Walks around Tian An Men Square • Dad pays Alex for his footage of traffic in rain | ➤ intelligent ➤ conformist ➤ |
| April 15: 12:15 a.m.: Prepares for student demonstration <ul style="list-style-type: none"> • Draws map of Square • Aware of Dad and Eddie preparing for expected student demonstration | ➤ |
| April 15: Is bored by politics <ul style="list-style-type: none"> • Attempts to speak Chinese with positive results • Travels to square but returns soon | ➤ resourceful |
| April 24: Attends a "live history" session with Lao Xu <ul style="list-style-type: none"> • Notices details of the room, music, voices, people • Connects a book he has (<i>The Art of War</i>) with the story they heard | ➤ |
| April 26: Questions reactions of Lao Xu <ul style="list-style-type: none"> • Criticized by Chinese teachers for weak control of tones • Leaves for daily bike rides despite Lao Xu's anxiety over students' demands for more democracy | ➤ ➤ |
| April 27: Interviews student demonstrators <ul style="list-style-type: none"> • • | ➤ responsive ➤ observant ➤ mature ➤ involved |
| May 5: Interviews students again <ul style="list-style-type: none"> • Finds that students "have something planned" • Learns the reason for the students' objections to government regulations and expectations • Realizes the students are caught between two powerful government leaders | ➤ ➤ |

S4A SECTION FOUR A

Forbidden City, Part Three



READ Part 3: May 20, May 21, May 22, May 23, May 24, May 25, May 26, May 27, May 28, and May 29

Assignment 5: Postcard

As explained in Assignment 1, the specific audience of a postcard determines the information and tone of the message.

Alex is fearful of the Chinese military power meeting the student demonstrators, but he believes he knows why the army has behaved the way it has. Write the postcard Alex sends on May 29 to a classmate in his former school who had teased him about his interest in toy soldiers and battles. He wants to persuade this classmate that present situations can be understood better when knowledge of history is applied.

Your postcard should contain

- date (on the 'postage stamp')
- name and address of person to whom the postcard is being sent (Invent information as necessary.)
- message as directed in the assignment

| | |
|--|--------------------------------|
| | Beijing, China |
| | To: |

Assignment 6: Character

- Complete the following **Performance Assessment Form** for Alex, *May 20 to May 29*.
- Ensure that the qualities you identify are supported by the activities.

| Performance Assessment | |
|---|-----------------------------|
| Name: <i>Alex Jackson</i> | Date: <i>May 29, 1989</i> |
| Job Description: <i>volunteer assistant to news cameraman</i> | |
| Activities | Qualities |
| May 20: Summarizes the events of the past two weeks <ul style="list-style-type: none"> • Listens to Eddie's explanation of the corrupt politicians • Notices that the government pretends nothing is wrong during Gorbachev's tour, not letting the Russian premier see the students in Tian An Men Square • Visits Lan and Hong when they are on hunger strike • Becomes an essential member of the reporting team • Provides the film of Chairman Zhao Zi-yang sympathizing with students • Realizes the significance of Premier Li Peng declaring martial law | ➤ ➤ ➤ |
| May 21: Realizes seriousness of martial law <ul style="list-style-type: none"> • • | ➤ attentive |
| May 22: Hears that TV connection ("satellite feed") has been disconnected <ul style="list-style-type: none"> • Realizes governments can break promises • Hears Dad talk of smuggling | ➤ good listener |
| May 23: Notices the interaction of army and people <ul style="list-style-type: none"> • Visits the square with Dad and Eddie • Interprets the play on Deng Xiao-ping's name • Notices that the unarmed soldiers listen to the people and leave • Questions whether army is weak or using "classic strategy" • Questions the loyalty of Lao Xu | ➤ ➤ ➤ |
| May 24: Feels "dread" <ul style="list-style-type: none"> • Contrasts his student activities with the Chinese students' commitment to change • Watches the huge demonstration of marchers who "didn't quit" in the rain | ➤ |

| | |
|--|--|
| <p>May 25: Learns of the government's use of power</p> <ul style="list-style-type: none"> • Listens to distorted radio report of the demonstration • Realizes the seriousness of students being labelled "counter-revolutionaries" | <p>➤ disillusioned/ disappointed</p> |
| <p>May 26: Tries to sort out rumours</p> <ul style="list-style-type: none"> • • • | <p>➤ analytical</p> |
| <p>May 27: Wonders about change in army</p> <ul style="list-style-type: none"> • Realizes army is now well-armed | <p>➤ analytical</p> |
| <p>May 28: Checks out activity in the square</p> <ul style="list-style-type: none"> • Sees the students returning • Aware of "heavy-duty hardware" | <p>➤ curious ➤ analytical</p> |
| <p>May 29: Observes symbolic act of students</p> <ul style="list-style-type: none"> • • | <p>➤ aware of political defiance ➤ knowledgeable (democracy and communism)</p> |



Forbidden City, Part Four



READ Part 4: May 30-June 2, June 3, and June 4

Assignment 7: Character

- Complete the following **Performance Assessment Form** for Alex, *May 30-June 2 to June 4*.
- Ensure that the qualities you identify are supported by the activities.

| Performance Assessment | |
|---|---------------------------------------|
| Name: <i>Alex Jackson</i> | Date: <i>June 4, 1989</i> |
| Job Description: <i>volunteer assistant to news cameraman</i> | |
| Activities | Qualities |
| May 30 - June 2: Observes changes in attitudes <ul style="list-style-type: none"> • Realizes journalists are looking for ways to smuggle videotapes out for broadcast to the world • Mingles with the people and realizes soldiers are armed | ➤ observant ➤ understands tensions |
| June 3: Assists news gathering <ul style="list-style-type: none"> • Objects to being 'grounded' due to danger • Coordinates activities and information with Dad and Eddie for 5 hours • Keeps notes requiring judgment of significance of information • Forms conclusions about the government's motivation using several sources of information | ➤ ➤ ➤ |
| June 4: Records events despite danger <ul style="list-style-type: none"> • Continues to coordinate activities and information with Dad and Eddie despite being very tired • Notices that Lao Xu is disillusioned with PLA • Enters the square when he thinks Dad is in danger but continues to record events • Appreciates rescue and care by Xin-hua, Hong, and others • Realizes the significance of his role as reporter • Empathizes with the plight of the common people | ➤ ➤ ➤ |

56A SECTION SIX A



Forbidden City, Part Five

READ Part 5: June 6, June 7, and June 8

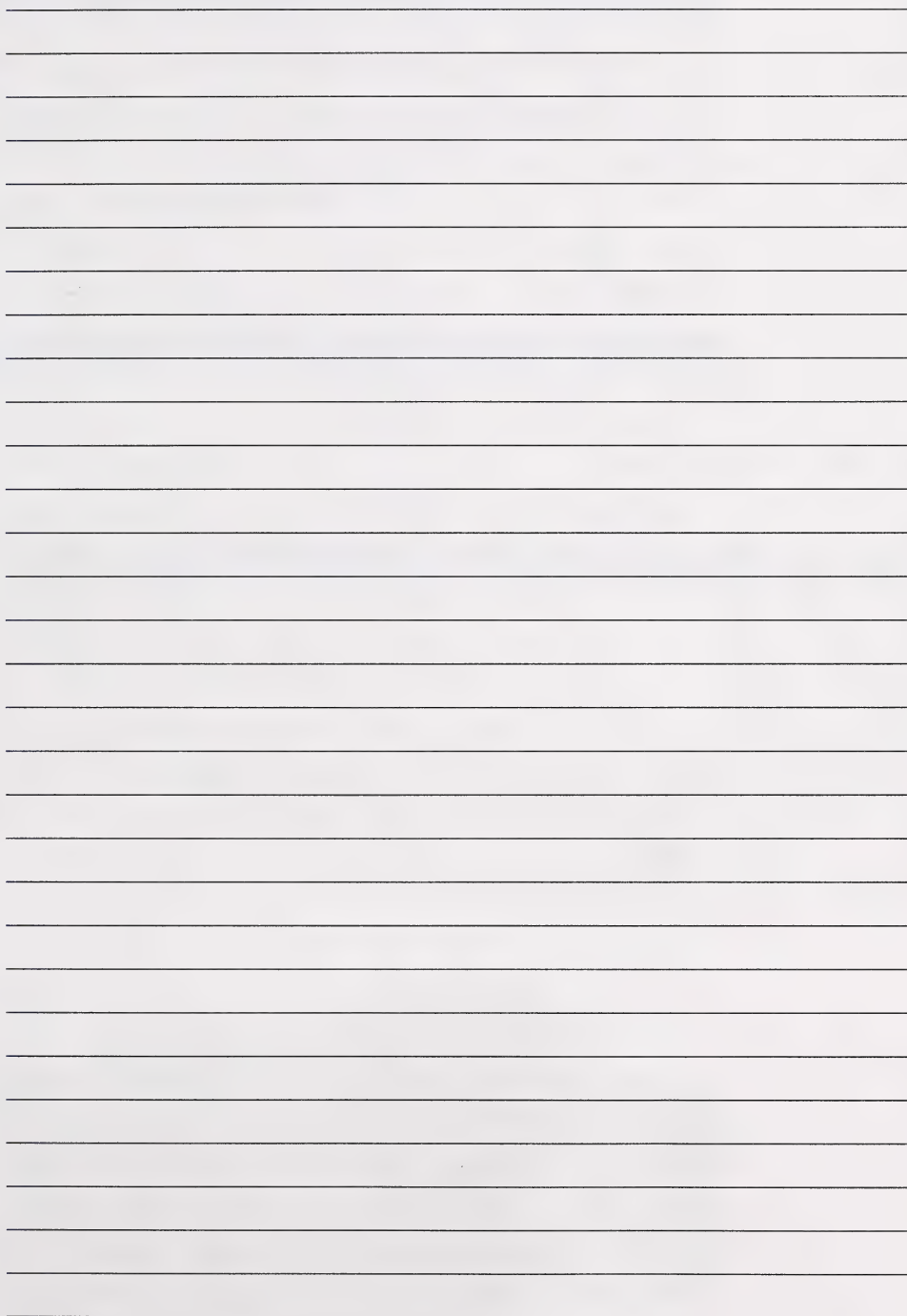
Assignment 8: Personal letter

As in a postcard, the specific audience and the tone of the message also dominate a personal letter.

Alex does not know if his father will be at the embassy or if he is waiting for him at the hotel. He knows that his father does not know what has happened to him. Alex recorded in his June 4 diary his father's last communication: *I could hear my dad running and a lot of yelling in Chinese. Then I heard a crash. 'No! Don't!' A smashing sound. More yelling in Chinese. 'Alex! They've—' Dad let out a blood-chilling scream. The radio squealed, then went dead.*

Because Alex is unsure if he will reach the embassy safely, assume that he prepares a message for his father, which he hopes one of his friends may deliver within a few days. You are to assume that, while Alex' friends were making preparations to take him to the embassy, he writes a summary of events since he last saw his dad. Neither Alex nor his father knows if they may meet at all.

Write Alex' personal letter to Dad, dated June 7. Realize that Alex has no address to which a reply could be sent.



Assignment 9: Character

- Complete the following **Performance Assessment Form** for Alex, June 6 to June 8.
- Ensure that the qualities you identify are supported by the activities.

| Performance Assessment | |
|---|--|
| Name: <i>Alex Jackson</i> | Date: <i>June 8, 1989</i> |
| Job Description: <i>volunteer assistant to news cameraman</i> | |
| Activities | Qualities |
| June 6: Continues to be involved despite personal injury <ul style="list-style-type: none"> • Considers returning to hotel, but realizes obstacles • Continues to record information about military activities | ➤ ➤ |
| June 7: Decides to go to Canadian embassy, smuggling the tapes <ul style="list-style-type: none"> • • • | ➤ temporarily selfish ➤ logical ➤ courageous ➤ concerned about humanity |
| June 8: Journeys with Xin-hua towards embassy <ul style="list-style-type: none"> • Disguises himself, the camera, and tapes • Rides the <i>che</i> with Xin-hua pedalling through danger • Comforts Xin-hua, realizing her loss as well as his own | ➤ ➤ ➤ |



S7A SECTION SEVEN A

Forbidden City, Part Six

READ Part 6: June 9, June 28, and Afterward

Assignment 10: Character

- Complete the following **Performance Assessment Form** for Alex, June 9 to June 28.
- Ensure that the qualities you identify are shown by the activities.

| Performance Assessment | |
|--|---|
| Name: <i>Alex Jackson</i> | Date: <i>June 28, 1989</i> |
| Job Description: <i>volunteer assistant to news cameraman</i> | |
| Activities | Qualities |
| June 9: Arrives at airport after being prevented from entering embassy area <ul style="list-style-type: none">• Bribes guards to continue his journey• Realizes his disguise is both a 'help' and a 'hindrance'• Is horrified to think that Xin-hua was shot | <ul style="list-style-type: none">➤➤ |
| June 28: Sees his work broadcast <ul style="list-style-type: none">• Smuggles the tapes and film to Canada• Feels responsible to honour Lao Xu and Xin-hua by exposing the truth of the events in Tian An Men Square | <ul style="list-style-type: none">➤ able to complete tasks➤ dedicated➤ concerned for truth➤ concerned for humanity |



Journal 2: Concluding a Novel

Alex and his dad realize that their positive and negative experiences in China have profound effects upon them. His dad realizes that being the big newsman (“Hero stuff”) is not as valuable as he had thought. Alex is concerned about his own feeling of helplessness and his own future.

- In *Prologue*, Alex writes that Ulysses upon his return “doesn’t fit in anymore.”
I know how Ulysses felt. How relieved he was at first that it was all over and he was safe. How messed up and alienated and alone he must have felt after he had been back for a while. ... He never did fit in again.
- Near the end of the novel, Alex quotes his dad. “You know, Alex, I think I’ve finally started to grow up.” He states that his dad “was trying to work things out...” His dad says, “...it wasn’t a game anymore.”
- Alex writes on the last page, “I hadn’t been able to do anything to help. I hadn’t been able to stop anything.”
- Very near the end, Alex summarizes the effect of the trip to China.
Nothing will be the same, will it, Dad? Everything will be different, and we will too.

Both Alex and his dad are much more serious about their roles, futures, and relationships as a result of their experiences.

In a journal entry of about a page, write about the significance of experience in your development. How have your experiences led you to a clearer understanding of what you believe is important in life? (Focus on yourself. You need not mention Alex and his dad in your response.)

Space for polished work is available in the **Response Booklet**.

Lined writing area with 25 horizontal lines.

Assignment 11: A Performance Summary for Alex

Characters in novels are intentionally life-like—rather similar to you, your friends, or any other person. Therefore, studying fiction leads to better understanding of personal situations and greater awareness of the uniqueness of others. Literature also gives readers opportunities to realize more fully the expectations and obligations shared among families, friends, and people in the work place. Alex’ diary allows readers to enter his mind as well as share his experiences. His values become clear, his motivations become obvious, his skills are evident, and his character traits are defined. The reader gets to know him quite well.

In *Unit 3, Section 2*, you summarized your own values, motivators, skills, and character traits in a “portrait” as you prepared for a job search. After reading Alex’ diary and assessing his performance as a volunteer assistant to a news cameraman, you are able to summarize his performance in a way that may be useful to him when he searches for a summer job in Toronto.

Your task is to create a summary for Alex of the qualities identified in the **Performance Assessment Forms**.

- Choose two items for each of the four categories.
- Provide support to satisfy a prospective employer that Alex has the specific qualities you have identified.
- The summary will demonstrate your knowledge of the main character in the novel.
- The summary will ensure your awareness of qualities expected on Performance Assessments by employers.

The procedure you followed in Unit 3 for your own performance portrait will be useful here as you categorize the qualities that you have identified for Alex in the “Performance Assessment” charts for each part of the novel. Examples are provided for values and skills, but you are to provide two more items for each of the four categories.

Character Sketch

An assessment of performance that you have produced throughout these activities is similar to a character sketch. You have identified some of Alex’ character traits evident in his behaviour.

Place your polished work in the **Response Booklet**.

Performance Summary of Alex Jackson

Job Description: *volunteer assistant to news cameraman*

| | |
|---|---|
| <p>Values:</p> <p><i>Commitment</i> <i>Alex was confused and frustrated by the use of tones in the language, but he continued to attend language classes.</i></p> | <p>Skills:</p> <p><i>Visualizing</i> <i>From memory, he sketched a map of Tian An Men Square for his dad.</i></p> |
| | |
| | |
| <p>Motivators:</p> | <p>Character Traits:</p> |

58A SECTION EIGHT A

Considering the Whole Novel

Assignment 12: Speech

Assume that within a few days of his return, Alex has contacted Mr. Bronowski, his history teacher. After reading Alex' diary and after a long visit with Alex, Mr. Bronowski has invited Alex to speak at a student assembly on the last day of school. Mr. Bronowski said, "My students have followed the limited TV broadcasts of the events in Tian An Men Square, but you were there. Perhaps in your speech, you could consider the following questions."

- Why did you and your dad remain in Beijing when the violence began?
- Why did you endanger your life by going to the square on June 4?
- Why did Xin-hua and the other students rescue you?
- How has the experience changed your attitudes?
- What is your message from the experience about our responsibilities for others?

Alex has highlighted passages in his diary that he felt might be useful in preparing the speech.

- June 4:
Suddenly Lao Xu burst ... into the street, running towards the soldiers just as they started to move forward again. He raised his hands in the air as if he imagined he could hold them back all by himself.
- June 7:
The horrible image of human beings burning like fallen branches pushed all the fear out of my mind and replaced it with searing anger. Just as quickly, I felt shame They had saved my life ... if the PLA discovered me there, all four of them would be shot as traitors.
- June 9:
'They killed Xin-hua, too. They tried to kill me, but Xin-hua made them leave me alone. She saved me. She got me out.'
- June 28:
Suddenly a man sprinted out into the street He stopped right in front of the lead tank, facing it, defying it, standing almost at attention. 'Shortly after this incident,' the announcer said, 'Wang Ai-min was arrested. Yesterday he was executed.'
- June 28:
I hadn't been able to do anything to help. I hadn't been able to stop anything.
- June 28:
I had known two real heroes in my life and they were both dead. I had seen another on TV today and he was dead, too. Not one of them had worn a uniform.

Procedure:

- a. Assume that **you are Alex**.
- b. **READ** “Effective Public Speaking” in *Communicate*, pages 253-254. This provides questions useful for understanding and identifying the basic elements of public-speaking situations.
- c. Identify the public-speaking situation by charting essential information for Alex.

| | Questions | Answers |
|----------|---------------------------------------|---------|
| Topic | <i>What</i> am I speaking about? | |
| Audience | To <i>whom</i> am I speaking? | |
| Purpose | <i>Why</i> am I speaking? | |
| Setting | <i>How</i> is this meeting being run? | |
| Time | <i>When</i> am I to speak? | |
| Place | <i>Where</i> am I to speak? | |



- d. **READ** “Writing an Effective Speech” in *Communicate*, page 255. This provides tips for constructing your speech, reminding you of three essentials:
- capturing your audience’s attention,
 - keeping your audience with you, and
 - ending your speech with a message.

Tips for Planning a Speech

1. **Clarify the role, audience, and purpose.** You are given a specific role and you are addressing a specific audience for a specified reason.
2. **Plan the speech as you would plan an essay.** Use 4 or 5 paragraphs to fulfill your purpose.
3. **Use the information given** to address the assigned purpose with enthusiasm.
4. **State your information and position clearly and concisely.**
 - Provide logical background. Realize that the listeners may be thinking, “Why should we listen to you?”
 - Aim to provide answers to any questions you can imagine the audience may have.
5. **Ensure the tone fits the situation.** Play the role with confidence, clarity, and emphasis, but never offend the audience or inflame the issue by insulting or name-calling.
6. **End with a definite statement.** If you want some definite action on the topic, say so. You may wish to thank your audience for the opportunity of addressing the topic with them.

- e. **WRITE** the speech you will give to your classmates, remembering that planning a speech is much like planning an essay. Begin by explaining why you went to China.
- f. **RECORD** the speech as if you were Alex speaking to the students at his school. Submit your recording with the **Response Booklet**.



The expectations for your written and recorded speech are outlined in the following rubric.

Expectations for a Speech

| Thought and Detail <i>The student...</i> | Writing Skills <i>The student...</i> | Delivery <i>The student...</i> |
|--|--|---|
| Excellent <ul style="list-style-type: none"> • shows precise awareness of audience • develops purpose impressively • provides precise and appropriate information | Excellent <ul style="list-style-type: none"> • uses impressive words and structures • controls sentences, usage, grammar, and mechanics confidently | Excellent <ul style="list-style-type: none"> • expresses ideas clearly and in an engaging manner • speaks carefully and distinctly |
| Proficient <ul style="list-style-type: none"> • shows clear awareness of audience • develops purpose effectively • provides significant information | Proficient <ul style="list-style-type: none"> • uses effective words and structures • controls sentences, usage, grammar, and mechanics competently | Proficient <ul style="list-style-type: none"> • expresses ideas clearly with some engagement • speaks carefully and distinctly |
| Satisfactory <ul style="list-style-type: none"> • shows sustained awareness of audience • develops purpose adequately • provides sufficient information | Satisfactory <ul style="list-style-type: none"> • uses basic words and structures • controls sentences, usage, grammar, and mechanics basically | Satisfactory <ul style="list-style-type: none"> • expresses ideas clearly • speaks carefully and distinctly with few errors |
| Limited <ul style="list-style-type: none"> • shows unsustained awareness of audience • develops purpose ineffectively • provides scant, insignificant, and/or irrelevant information | Limited <ul style="list-style-type: none"> • uses ineffective words and structures • falters in control of sentences, usage, grammar, and mechanics | Limited <ul style="list-style-type: none"> • expresses ideas with little fluency • speaks in a manner that shows little practice or effort |
| Poor <ul style="list-style-type: none"> • shows little awareness of audience • develops purpose obscurely, if at all • provides inappropriate information, if any | Poor <ul style="list-style-type: none"> • uses inadequate words and structures • lacks control of sentences, usage, grammar, and mechanics | Poor <ul style="list-style-type: none"> • expresses ideas without fluency • speaks in a manner that blurs communication |

- * Students are rewarded for evident effort in delivery as well as 'polish'. Any unusual circumstances should be indicated to the teacher.

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Assignment 13: Attitudes

The focus of the novel upon Alex allows the reader to follow the changes in his attitudes.

| Action/Situation | Initial Response | Experience/Information | Later Response |
|--|---|--|---|
| The trip to China is proposed. | Alex <u>hesitates</u> because he would miss school and a military show. | <ul style="list-style-type: none"> • He arranges extra assignments to pass his courses. • He is assured his visit will be short. • A military history show will be available in fall. | Alex is <u>keen</u> to go with Dad. |
| Eddie meets Alex and his Dad in China. | Alex <u>dislikes</u> Eddie due to his abruptness. | <ul style="list-style-type: none"> • Eddie is an effective reporter. • Eddie acknowledges Alex' gathering information. | Alex <u>appreciates</u> Eddie's role with Dad during the tense political situation. |
| Lao Xu's real role as spy is identified. | Alex is <u>suspicious</u> of Lao Xu, uncertain of his trustworthiness. | <ul style="list-style-type: none"> • Lao Xu's interpretations were accurate. • He helped Alex to understand history and culture. • He was horrified by the military action. | Alex regards Lao Xu as a <u>hero</u> . |

Because of his experience, Alex' initial negative attitudes changed. Your experience and observation of others will have shown you that attitudes are based in reality. For example, negative attitudes may result from disappointments. Consider the reasons for positive changes.



Responding to the following question, write an essay about the process of changing attitudes, especially from negative to positive.

What is your opinion of the suggestion in this novel that attitudes towards others can change from negative to positive only through acceptance of differences?

Use the tutorial “How to Plan a Personal Response” in *Unit 4 Section 5* to assist your planning of this essay of opinion.

Remember to

- Focus on the topic of positive change through acceptance of differences.
- Determine your opinion carefully. You are expected to “know your own mind” on this.
- Support your opinion by referring to
 - details in *Forbidden City*, and
 - details from your own observations and/or experiences
- Plan and present your opinion as an essay, complete with introduction, development, and conclusion. A thesis statement (controlling idea), topic sentences, and clincher sentences are expected.
- The following planning chart may help you organize your ideas and details.

Planning Chart:

Thesis Statement: (Your answer to the question)

| | Body Paragraph 1 | Body Paragraph 2 | Body Paragraph 3 |
|----------------------------------|------------------|------------------|------------------|
| Topic Sentences | | | |
| Details from Literature | | | |
| Details from Personal Experience | | | |
| Concluding Observation | | | |

Expectations for an Essay of Opinion

| Thought and Detail <i>The student...</i> | Organization <i>The student...</i> | Matters of Choice <i>The student...</i> | Matters of Correctness <i>The student...</i> |
|--|---|---|--|
| Excellent <ul style="list-style-type: none"> • shows insightful understanding • develops a perceptive opinion • uses well-defined supporting details | Excellent <ul style="list-style-type: none"> • creates a focused beginning to encourage further reading • makes clear connections of ideas • provides an effective conclusion | Excellent <ul style="list-style-type: none"> • chooses appropriate and precise diction • uses impressively-structured sentences • establishes distinctive writer's voice | Excellent <ul style="list-style-type: none"> • produces effective communication with very few errors of mechanics and grammar in complex structures |
| Proficient <ul style="list-style-type: none"> • shows competent understanding • develops a thoughtful opinion • uses well-defined supporting details | Proficient <ul style="list-style-type: none"> • provides direction in an inviting beginning • makes obvious connections of ideas • provides an appropriate conclusion | Proficient <ul style="list-style-type: none"> • chooses appropriate and generally effective diction • uses deliberately-structured sentences • establishes effective writer's voice | Proficient <ul style="list-style-type: none"> • produces effective communication with few errors of mechanics and grammar in complex structures |
| Satisfactory <ul style="list-style-type: none"> • shows basic understanding • develops a conventional opinion • uses plausible supporting details | Satisfactory <ul style="list-style-type: none"> • provides a functional beginning • makes some connections but coherence may falter • provides a basic conclusion | Satisfactory <ul style="list-style-type: none"> • chooses general diction • uses straightforward and clear sentences • establishes clear writer's voice | Satisfactory <ul style="list-style-type: none"> • produces clear communication despite occasional errors of mechanics and grammar in basic sentences |
| Limited <ul style="list-style-type: none"> • shows some understanding • provides a superficial opinion • uses scant and/or vague supporting details | Limited <ul style="list-style-type: none"> • uses an ineffective beginning • makes unclear connections of ideas • provides an ineffective conclusion | Limited <ul style="list-style-type: none"> • uses imprecise and/or inappropriate diction • uses ineffective and/or awkward sentences • establishes a weak writer's voice | Limited <ul style="list-style-type: none"> • produces unclear communication due to frequent errors of mechanics and grammar |
| Poor <ul style="list-style-type: none"> • gives an irrelevant or incomprehensible opinion • uses inadequate supporting details | Poor <ul style="list-style-type: none"> • uses a nonfunctional, vague, unfocused beginning • provides weak connections of ideas • provides a vague, unfocused conclusion or fails to conclude | Poor <ul style="list-style-type: none"> • uses inaccurate and/or vague diction • blurs clarity with weak sentence structures • fails to establish an appropriate writer's voice | Poor <ul style="list-style-type: none"> • produces blurred communication through lack of control of mechanics and grammar |

[illegible]

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S9A SECTION NINE A

Culminating Assignment - Representing Forbidden City

Use one of the following suggestions to demonstrate your understanding of the events in the novel you studied. The Internet links given at the beginning of this unit may be helpful. You will be asked to evaluate your own product according to the expectations on the rubric.

1. Imagine you are a Hollywood screenwriter. Design a storyboard (*Communicate*, p. 245) for any one part of the novel. You are the director—choose and eliminate scenes as you wish. Explain your choices.
2. Explain the association between this novel and a song of your choice; include the lyrics with your composition or create an oral presentation.
3. Create a board game based on the story's plot. Explain how the game relates to the story.
4. Write a script based on one important event in the novel.
5. Draw three or more 'snapshot' settings of the story. Explain the impact of each setting on the story.
6. Create collages of the main characters. Explain each character's relationship to the story.
7. Rewrite the ending of the novel. State why you would have it end some new way.
8. Write a newspaper article about some event in the story as though it happened yesterday.
9. Write the script of a video about one or more of the major events in the story.
10. Create a better book jacket for the novel, complete with your own blurb (the advertising summary on the back cover). Attach an explanation of your choices of illustration and comments. The strategies in *Unit 2 Section 2* of dealing with photo essays will apply to your book jacket.
11. List several ways you could improve the story. Explain how your changes will make the novel more interesting while maintaining historical accuracy.
12. Add part of a chapter to the story that would include you as one of the characters. Explain what you contributed to the story.
13. Identify and explain three topics the author had to research to write the story.
14. Write the essence of the story in a poem. Explain the reasons for your poetic choices.
15. Explain how you might design a video game using the elements of the story.
16. Write four journal entries that a character other than Alex may have written to show his/her values and beliefs.
17. Construct a résumé and cover letter for Alex seeking his next job.
18. Write a letter of reference for Alex as he applies for his next job.

The following rubric outlines the expectations of this assignment.

Expectations for Representation of a Novel

| Thought and Detail <i>The student ...</i> | Presentation Skills <i>The student ...</i> |
|--|--|
| Excellent <ul style="list-style-type: none"> • develops ideas insightfully and confidently • supports ideas with precise details | Excellent <ul style="list-style-type: none"> • shows strong creativity • uses skillful structures, controlled diction • uses effective grammar and usage |
| Proficient <ul style="list-style-type: none"> • develops ideas thoughtfully • supports ideas with relevant details | Proficient <ul style="list-style-type: none"> • shows effective creativity • uses clear structures, specific diction • uses generally correct grammar and usage |
| Satisfactory <ul style="list-style-type: none"> • develops ideas appropriately • supports ideas with straightforward details | Satisfactory <ul style="list-style-type: none"> • shows some creativity • uses ordinary structures, general diction • uses generally controlled grammar and usage |
| Limited <ul style="list-style-type: none"> • develops ideas superficially or leaves them underdeveloped • provides vague and/or repetitive supporting details | Limited <ul style="list-style-type: none"> • shows insufficient creativity • uses ineffective structures, imprecise diction • shows lack of control of grammar and usage |
| Poor <ul style="list-style-type: none"> • uses marginally relevant or undeveloped ideas • provides inadequate details for support | Poor <ul style="list-style-type: none"> • shows lack of creativity • uses unclear structures, inaccurate diction • makes frequent errors that impede communication |

Self-evaluation (to be completed in the **Response Booklet**)

1. Why did you choose the particular assignment from the eighteen choices?
2. In what ways does your product reflect some aspect of the novel?
3. What scores will you give your work?

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This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or printed text on the page.

Proceed to the **RRSP** and **Final Assignment** located at the end of the booklet.

S2B SECTION TWO B

Of Mice and Men

Source of Title

Steinbeck's title *Of Mice and Men* was derived from Robert Burns' poem "To a Mouse".

Sibbald, David. "The Launch Pad for Exploring the World of Robert Burns". 2000

<<http://www.robertburns.plus.com/launchrb.htm>>

Sibbald, David. "Critical Analysis To a Mouse". 2000

<<http://www.robertburns.plus.com/mouse.htm>>

Eighteenth Century English

*But, Mousie, thou art no thy lane,
In proving foresight may be vain;
The best-laid schemes o' mice an'
men
Gang aft agley,
An' lea'e us nought but grief an' pain,
For promis'd joy!*

*Still thou art blest, compar'd wi' me
The present only toucheth thee:
But, Och! I backward cast my e'e.
On prospects drear!
An' forward, tho' I canna see,
I guess an' fear!*

Twentieth Century English

But, mouse, you are not alone,
In proving foresight may be in vain,
The best laid schemes *of mice and men*,
Go oft astray,
And leave us nothing but grief and pain,
To spoil our day.

Still you are blessed, compared with me!
The present only touches you,
But, oh, I backward cast my eye
On prospects dreary,
And forward, though I cannot see,
I guess and fear.

David Sibbald's reading of two stanzas of the poem in Burns' English of the eighteenth century may be heard at <http://www.robertburns.plus.com/voicemouse.htm>

Chapter 1

Of Mice and Men is written in six chapters. You will be assigned reading and study of the novel in six parts. The following chart provides the page numbers of each chapter in two popular editions of the novel, one of which does not number the chapters. If you have another edition, identify the chapters carefully. Please follow instructions carefully.

| | Bantam Edition | Penguin Edition |
|-----------|----------------|-----------------|
| Chapter 1 | Pages 1-18 | Pages 1-16 |
| Chapter 2 | Pages 19-41 | Pages 17-37 |
| Chapter 3 | Pages 42-72 | Pages 38-65 |
| Chapter 4 | Pages 73-91 | Pages 66-83 |
| Chapter 5 | Pages 92-108 | Pages 84-99 |
| Chapter 6 | Pages 109-118 | Pages 99-107 |

The novel was written in 1937 to portray ordinary people struggling to survive during the Great Depression of the 1930s despite broken and unfulfilled dreams. However, the novel contains some language that may be offensive to some readers.





READ *Chapter 1.*

During this chapter, you were introduced to the main characters, their situation, and the setting. You are now aware of the two men travelling together from job to job, but you will also be aware of their dependence upon each other.

Guys like us, that work on ranches, are the loneliest guys in the world.

They got no family. ...

But not us! An' why? Because ... I got you to look after me, and you got me to look after you, and that's why.

Assignment 1: Letter

Assume that when George and Lennie are by their campfire at the end of Chapter 1, George decides to write a letter to the farmer they had worked for in Weed. Assume that George is sorry for leaving the job, but he wants the man to understand that Lennie's childish behaviour was not meant to be harmful to the man's daughter. George believes they had to run from the situation because others would not likely understand such childishness from a physically mature man such as Lennie. In his society the mentally handicapped were often misunderstood and mocked.

Write the letter to the former employer as if you were George, explaining why you feel responsible for Lennie. Attempt to clarify the details of Lennie's action, explaining the apparent misunderstanding of the incident that made you and Lennie run away. Write the letter to Mr. Tom Joad, Box 123, Weed, California.

Space for polished work is available in the **Response Booklet**.

[illegible]

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Assignment 2: Character

The author's descriptions in Chapter 1 allow the reader to understand George's and Lennie's situation and relationship.

You will recall from Unit 3 that Performance Assessment is an important part of work. It shows a worker's responsibilities as well as the quality of his/her effort. You are to assume Alex is at "work" and that you are his evaluator.

As you read this novel, you will assess George's actions to identify qualities that are valued in the work place. Use the information in the novel about George to complete the **Performance Assessment** form for George.

Guidelines:

- Notice that all information for the first two entries is provided for you. These examples show the connection between the activities and the personal qualities or attitudes. When George instructs Lennie not to drink so much water, especially stagnant water, to avoid becoming sick, he shows his concern for Lennie's health.
- When you are given the qualities, you must indicate the activities that demonstrate those qualities. For example, the chart states that George has goals, but you must identify what he does in this chapter to show the reader that he has them.
- For most entries, either the activities or the qualities are provided. Your task is to complete each bullet of the assessment chart, ensuring that the qualities are supported by the activities.
- The number of bullets in any box is the minimum requirement of entries. You are welcome to include more.

You will complete a similar chart for each part of the novel. Later, you will summarize George's actions and the character traits evident in his attitudes and behaviour.



Performance Assessment

Name: *George Milton*

Job Description: *farm hand*

Chapter 1

| Activities | Qualities/Attitudes |
|---|---------------------------------|
| • instructs Lennie not to drink so much water, especially stagnant water, or he may get sick as he did before | ➤ concerned for Lennie's health |
| • carries Lennie's work card | ➤ responsible, cautious |
| • arranges the camp for the night | ➤ organized |
| • | ➤ has goals |
| • instructs Lennie to return to the camp if any trouble occurs at the ranch | ➤ ➤ ➤ |



READ *Chapter 2.*

Candy has spent some time with George and Lennie and has seen their reactions during the few events of the morning. Assume that the old swamper (Candy) takes food to the black “stable buck” (Crooks) because he is not allowed to be in the bunkhouse with the men.

To make conversation, Crooks asks, “What’s your view of the two new men, George and Lennie?” Write Candy’s reply, describing George and Lennie and their relationship. If you wish, you may use Candy’s **voice**, but your own voice will be appropriate. That is, your reply may be written in Candy’s uneducated language or your controlled language.

To portray certain characters, writers of fiction may use cursing and blasphemy. However, such language is inappropriate in your compositions for this course.

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Assignment 4: Character

- Complete the following **Performance Assessment Form** for George.
- Ensure that the qualities you identify are supported by the activities.

| Performance Assessment | |
|---|---|
| Name: <i>George Milton</i> | Job Description: <i>farm hand</i> |
| Chapter 2 | |
| Activities | Qualities/Attitudes |
| • arrived late at the ranch (ten o'clock) and excuses lateness to the boss with a lie | ➤ independent |
| • invents reasons to the boss (later, to Slim) for Lennie's slowness and for leaving the last job | ➤ ➤ |
| • accuses Candy of eaves-dropping | ➤ |
| • | ➤ friendly after limits are established |
| • | ➤ uses knowledge to try to avoid disaster ➤ cautious |
| • reviews Lennie's emergency escape plan | ➤ |
| • expresses disgust and fear about Curley | ➤ |



Of Mice and Men, Chapter 3

READ Chapter 3.

Assignment 5: Letter

George said he would write to the old people who have a small farm for sale. Using the details given in the novel, you are to write George's letter. He will not have the full amount the old people want, but he feels he can make a reasonable offer. Candy spoke of leaving his share to George and Lennie, but the three men will share ownership of the land until his death. In his letter, George must acknowledge the situation of the old people, offer them the amount he has considered, outline the terms he, Lennie and Candy need, and include a down payment.

In business communication, tone is very significant in achieving the desired effect. Payment by instalments is likely unattractive to the old people, but George must be persuasive. He is offering less than what he knows the old people want, but he does not want to offend them.

Use the full-block form of the business letter. If necessary, see *Unit 3 Section 3* and/or *Communicate* page 193 for samples of this form. Invent appropriate names and addresses as necessary.

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Assignment 6: Character

- Complete the following **Performance Assessment Form** for George.
- Ensure that the qualities you identify are supported by the activities.

| Performance Assessment | |
|--|--|
| Name: <i>George Milton</i> | Job Description: <i>farm hand</i> |
| Activities | Qualities/Attitudes |
| • obtains a pup for Lennie from Slim | ➤ ➤ |
| • criticizes Lennie's inability and yet praises his strength | ➤ fair |
| • recognizes his own decisions are not always smart | ➤ realistic |
| • | ➤ desires companionship |
| • | ➤ honest with those he trusts |
| • speaks of saving money when others tell of going to town Saturday night | ➤ |
| • tries to break the silence to ease Candy's pain over the shooting of the old dog | ➤ |
| • speaks of the dream farm, "entranced with his own picture" | ➤ focused, yet practical |
| • speaks to Lennie of the farm, including an extra bunk for a friend | ➤ |
| • accepts Candy's offer to invest in the farm | ➤ |
| • delays telling Lennie to "get" Curley | ➤ cautious |
| • assures Lennie that he has done nothing wrong | ➤ |

Of Mice and Men, Chapter 4



READ Chapter 4.

Assignment 7: Character

- George has a very minor role in this chapter.
- The short **Performance Assessment Form** is provided.

Performance Assessment

Name: *George Milton*
Chapter 4

Job Description: *farm hand*

| Activities | Qualities/Attitudes |
|--|---------------------|
| • becomes angry with Candy for sharing the dream with Crooks | * |



Assignment 8: Diary

The chapter focuses on Crooks, the “Negro stable buck” who shares his meagre room at the back of the barn with the broken harness and a few possessions of his own. Lennie and Candy have intruded upon his usual Saturday night spent alone, but their dreams of their own place are attractive. Their dreams produce a response in Crooks of “I ain’t so crippled I can’t work like a son-of-a-bitch if I want to”. However, at the end of the chapter after George returns and shows disgust for Candy’s sharing the dream, Crooks returns to his usual gloom, pouring liniment into his hand and rubbing his crippled back.

Assume that Crooks keeps a diary. Write the entry for that Saturday night, reviewing Crooks' emotions:

- Crooks' usual feelings of isolation before Lennie came into his room
- the glimmer of hope that Lennie and Candy brought Crooks
- Crooks' return to the realization that his situation will not improve

To portray certain characters, writers of fiction may use cursing and blasphemy. However, such language is inappropriate in your compositions for this course.

[illegible]

Assignment 9: A Performance Summary for George

Characters in novels are intentionally life-like—rather similar to you, your friends, or any one else. Therefore, studying fiction leads to better understanding of personal situations and greater awareness of the uniqueness of others. Literature also gives readers opportunities to realize more fully the expectations and obligations shared among families, friends, and people in the work place. Chapters 1 to 4 in *Of Mice and Men* allow readers to share George's experiences. His values become clear, his motivations become obvious, and his character traits are defined. The reader gets to know him quite well.

In *Unit 3, Section 2*, you summarized your own values, motivators, and character traits in a “portrait” as you prepared for a job search. After reading this novel and assessing George's activities, you are able to summarize his performance in a way that may be useful to him when he searches for his next job.

Your task is to create a performance summary for George of the qualities identified in the **Performance Assessment Forms**.

- Choose two items for each of the three categories.
- Provide support to satisfy a prospective employer that George has the specific qualities you have identified.
- The summary will demonstrate your knowledge of the main character in the novel.
- The summary will ensure your awareness of qualities expected on Performance Assessments by employers.

The procedure you followed in Unit 3 for your own performance portrait will be useful here as you categorize the qualities that you have identified for George in the “Performance Assessment” charts for Chapters 1 to 4. Examples are provided for values, but you are to provide two more items for each of the three categories.

Character Sketch

An assessment of performance that you have produced throughout these activities is similar to a character sketch. You have identified some of George's character traits evident in his behaviour.

Place your polished work in the **Response Booklet**.

Performance Summary of George Milton

Job Description: *farm hand*

Values:

Commitment

George continued to befriend Lennie despite sometimes thinking that he was a burden and being accused of taking advantage of him.

Motivators:

Character Traits:

*Of Mice and Men,
Chapters 5 and 6*

monologue – a
long speech by
one character
generally
expressing
emotions

READ Chapters 5 and 6.

In Chapter 6, George arrives at the deep green pool where Lennie has been talking aloud as he waits for him. Lennie's **monologue** is about the trouble he has caused. He scolds himself for ruining their relationship and considers going off to live by himself.

Assignment 10: Monologue

Chapter 5 ends with Candy lying in the barn, his arm covering his eyes. Assume that Candy reflects on the events of the past few days when he gained hope to go from his meagre existence to a promising future. He voices his feelings in response to the events.

Write the **monologue** you believe Candy may have made at this time in the novel. If you wish, you may use Candy's **voice**, but your own voice will be appropriate. Therefore, your monologue may be written in Candy's uneducated language or your controlled language.

To portray certain characters, writers of fiction may use cursing and blasphemy. However, such language is inappropriate in your compositions for this course.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Assignment 11: Character

- Complete the following **Performance Assessment Form** for George.
- Ensure that the qualities you identify are shown by the activities.

| Performance Assessment | |
|--|-----------------------------------|
| Name: <i>George Milton</i> Chapter 5 and 6 | Job Description: <i>farm hand</i> |
| Activities | Qualities/Attitudes |
| • says of Lennie, "we gotta tell ... we gotta get 'im an' lock 'im up." | ➤ sense of justice |
| • says, "We can't let 'im get away. Why, the poor bastard'd starve." | ➤ |
| • arranges with Candy to tell the guys while George is in the bunkhouse "so the guys won't think I was in on it". | ➤ self-preservation |
| • gives false directions to the men looking for Lennie • suggests that Slim and he could bring in Lennie | ➤ |
| • | ➤ sensitive, reassuring, loyal |
| • repeats his vision of his untroubled life without Lennie " <u>woodenly</u> ... His voice was <u>monotonous</u> , had <u>no emphasis</u> ." | ➤ |
| • is unable to complete his usual reassurance to Lennie that "I got you an' you got me" | ➤ |
| • "George shivered and looked at the gun, and then he threw it from him..." | ➤ |
| • agrees with Carlson's assumption that Lennie had the gun | ➤ |



Considering the Whole Novel

Assignment 12: Speech


Assume that within a few days, the government Employment Board requests a report from Slim. They want an explanation of the work habits and relationships of Lennie and George, migrant workers over whom Slim was foreman. Assume that to prepare for this informal hearing before the Employment Board, Slim talks to the other men, hearing details from Candy and Crooks of their contact with Lennie the night before the death of Curley's wife. Through Candy, Slim becomes aware of George's and Lennie's plan to buy a little farm. "Murray and Ready", the business through which George and Lennie obtained their work cards, suggests to Slim that he consider such questions as the following:

- What qualities did Lennie have as a farm hand?
- How well did Lennie fit in with the workers both on the job and during leisure time?
- What was the relationship of Lennie and George?
- What was George's motivation in befriending Lennie?
- How did George and Lennie deal with conflicts, either between themselves or with others?
- What plans did George and Lennie have for the future?
- What has George valued most during your acquaintance with him?
- What character traits does George have that make him a suitable employee?

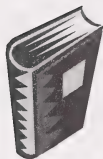
Slim made notes of some remembered conversations with George:

- Bantam p.44 / Penguin p.40:
When his Aunt Clara died, Lennie just come along with me our workin'. Got kinda used to each other after a little while.
- Bantam p. 45 / Penguin p. 41:
I ain't got no people. I seen the guys that go around on the ranches alone. That ain't no good. They don't have no fun. After a long time they get mean ... But you get used to goin' around with a guy an' you can't get rid of him.
- Bantam p. 45 / Penguin p. 41:
'Course he ain't mean. But he gets in trouble alla time because he's so God damn dumb. Like what happened in Weed –
- Bantam p. 106 / Penguin p. 97:
Couldn't we maybe bring him in an' they'll lock him up. He's nuts, Slim. He never done this to be mean.
- Bantam p. 117 / Penguin p. 107:
"Never you mind," (recalls Slim) "A guy got to sometimes." ... "You hadda, George, I swear you hadda."

Procedure:

- 
- Assume that **you are writing the speech** that Slim will present to the Employment Board. Because of the seriousness of the situation, Slim would want to speak with your educated level of English instead of his own uneducated talk. Therefore, write in your own voice, not using Slim's informalities and slang.
 - READ** "Effective Public Speaking" in *Communicate*, pages 253-254. This provides questions useful for understanding and identifying the basic elements of public-speaking situations.
 - Identify the public-speaking situation by charting essential information for Slim.

| | Questions | Answers |
|----------|---------------------------------------|---------|
| Topic | <i>What</i> am I speaking about? | |
| Audience | To <i>whom</i> am I speaking? | |
| Purpose | <i>Why</i> am I speaking? | |
| Setting | <i>How</i> is this meeting being run? | |
| Time | <i>When</i> am I to speak? | |
| Place | <i>Where</i> am I to speak? | |



- d. **READ** “Writing an Effective Speech” in *Communicate*, page 255. This provides tips for constructing your speech, reminding you of three essentials:
- capturing your audience’s attention,
 - keeping your audience with you, and
 - ending your speech with a message.

Tips for Planning a Speech

1. **Clarify the role, audience, and purpose.** You are given a specific role and you are addressing a specific audience for a specified reason.
2. **Plan the speech as you would plan an essay.** Use 4 or 5 short paragraphs to fulfill your purpose.
3. **Use the information given** to address the assigned purpose with enthusiasm.
4. **State your information and position clearly and concisely.**
 - Provide logical background. Realize that the listeners may be thinking, “Why should we listen to you?”
 - Aim to provide answers to any questions you can imagine the audience may have.
5. **Ensure the tone fits the situation.** Play the role with confidence, clarity, and emphasis, but never offend the audience or inflame the issue by insulting or name-calling.
6. **End with a definite statement.** If you want some definite action on the topic, say so. You may wish to thank your audience for the opportunity of addressing the topic with them.

- e. **WRITE** the speech you (Slim) will give to the Employment Board, remembering that planning a speech is much like planning an essay. Begin by telling who you are and your position on the farm.

- f. **RECORD** the speech to the Employment Board. Submit your recording with the **Response Booklet**.



The expectations for your written and recorded speech are outlined in the following rubric.

Expectations for a Speech

| Thought and Detail <i>The student...</i> | Writing Skills <i>The student...</i> | Delivery <i>The student...</i> |
|--|--|---|
| Excellent <ul style="list-style-type: none"> • shows precise awareness of audience • develops purpose impressively • provides precise and appropriate information | Excellent <ul style="list-style-type: none"> • uses impressive words and structures • controls sentences, usage, grammar, and mechanics confidently | Excellent <ul style="list-style-type: none"> • expresses ideas clearly and in an engaging manner • speaks carefully and distinctly |
| Proficient <ul style="list-style-type: none"> • shows clear awareness of audience • develops purpose effectively • provides significant information | Proficient <ul style="list-style-type: none"> • uses effective words and structures • controls sentences, usage, grammar, and mechanics competently | Proficient <ul style="list-style-type: none"> • expresses ideas clearly with some engagement • speaks carefully and distinctly |
| Satisfactory <ul style="list-style-type: none"> • shows sustained awareness of audience • develops purpose adequately • provides sufficient information | Satisfactory <ul style="list-style-type: none"> • uses basic words and structures • controls sentences, usage, grammar, and mechanics basically | Satisfactory <ul style="list-style-type: none"> • expresses ideas clearly • speaks carefully and distinctly with few errors |
| Limited <ul style="list-style-type: none"> • shows unsustained awareness of audience • develops purpose ineffectively • provides scant, insignificant, and/or irrelevant information | Limited <ul style="list-style-type: none"> • uses ineffective words and structures • falters in control of sentences, usage, grammar, and mechanics | Limited <ul style="list-style-type: none"> • expresses ideas with little fluency • speaks in a manner that shows little practice or effort |
| Poor <ul style="list-style-type: none"> • shows little awareness of audience • develops purpose obscurely, if at all • provides inappropriate information, if any | Poor <ul style="list-style-type: none"> • uses inadequate words and structures • lacks control of sentences, usage, grammar, and mechanics | Poor <ul style="list-style-type: none"> • expresses ideas without fluency • speaks in a manner that blurs communication |

- * Students are rewarded for evident effort in delivery as well as 'polish'. Any unusual circumstances should be indicated to the teacher.

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Assignment 13: Attitudes

The focus of the novel upon George and Lennie allows the reader to imagine the details of their dream.

- What is their dream?
- Why do they want their dream?
- What are they doing to accomplish their dream?
- What was the effect of the dream on their attitudes?

Steinbeck presents the dream of George and Lennie positively, suggesting that dreams are strong motivators for all people. The future promises security despite obstacles.

What is your opinion of the suggestion in this novel that having a dream, whether later fulfilled or not, gives direction and purpose to life?

Use the tutorial “How to Plan a Personal Response” in *Unit 4 Section 5* to assist your planning of this essay of opinion.

Remember to

- Focus on the topic of the roles of dreams.
- Determine your opinion carefully. You are expected to “know your own mind” on this.
- Support your opinion by referring to
 - details in *Of Mice and Men*, and
 - details from your own observations and/or experiences
- Plan and present your opinion as an essay, complete with introduction, development, and conclusion. A thesis statement (controlling idea), topic sentences, and clincher sentences are expected.
- The following planning chart may help you organize your ideas and details.



Planning Chart:

Thesis Statement: (Your answer to the question)

| Body Paragraph 1 | Body Paragraph 2 | Body Paragraph 3 |
|----------------------------------|------------------|------------------|
| Topic Sentences | | |
| Details from Literature | | |
| Details from Personal Experience | | |
| Concluding Observation | | |

Expectations for an Essay of Opinion

| Thought and Detail <i>The student...</i> | Organization <i>The student...</i> | Matters of Choice <i>The student...</i> | Matters of Correctness <i>The student...</i> |
|--|---|---|--|
| Excellent <ul style="list-style-type: none"> • shows insightful understanding • develops a perceptive opinion • uses well-defined supporting details | Excellent <ul style="list-style-type: none"> • creates a focused beginning to encourage further reading • makes clear connections of ideas • provides an effective conclusion | Excellent <ul style="list-style-type: none"> • chooses appropriate and precise diction • uses impressively-structured sentences • establishes distinctive writer's voice | Excellent <ul style="list-style-type: none"> • produces effective communication with very few errors of mechanics and grammar in complex structures |
| Proficient <ul style="list-style-type: none"> • shows competent understanding • develops a thoughtful opinion • uses well-defined supporting details | Proficient <ul style="list-style-type: none"> • provides direction in an inviting beginning • makes obvious connections of ideas • provides an appropriate conclusion | Proficient <ul style="list-style-type: none"> • chooses appropriate and generally effective diction • uses deliberately-structured sentences • establishes effective writer's voice | Proficient <ul style="list-style-type: none"> • produces effective communication with few errors of mechanics and grammar in complex structures |
| Satisfactory <ul style="list-style-type: none"> • shows basic understanding • develops a conventional opinion • uses plausible supporting details | Satisfactory <ul style="list-style-type: none"> • provides a functional beginning • makes some connections but coherence may falter • provides a basic conclusion | Satisfactory <ul style="list-style-type: none"> • chooses general diction • uses straightforward and clear sentences • establishes clear writer's voice | Satisfactory <ul style="list-style-type: none"> • produces clear communication despite occasional errors of mechanics and grammar in basic sentences |
| Limited <ul style="list-style-type: none"> • shows some understanding • provides a superficial opinion • uses scant and/or vague supporting details | Limited <ul style="list-style-type: none"> • uses an ineffective beginning • makes unclear connections of ideas • provides an ineffective conclusion | Limited <ul style="list-style-type: none"> • uses imprecise and/or inappropriate diction • uses ineffective and/or awkward sentences • establishes a weak writer's voice | Limited <ul style="list-style-type: none"> • produces unclear communication due to frequent errors of mechanics and grammar |
| Poor <ul style="list-style-type: none"> • gives an irrelevant or incomprehensible opinion • uses inadequate supporting details | Poor <ul style="list-style-type: none"> • uses a nonfunctional, vague, unfocused beginning • provides weak connections of ideas • provides a vague, unfocused conclusion or fails to conclude | Poor <ul style="list-style-type: none"> • uses inaccurate and/or vague diction • blurs clarity with weak sentence structures • fails to establish an appropriate writer's voice | Poor <ul style="list-style-type: none"> • produces blurred communication through lack of control of mechanics and grammar |

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Culminating Assignment - Representing Of Mice and Men

Use one of the following suggestions to demonstrate your understanding of the events in the novel you studied. The Internet links given at the beginning of this unit may be helpful. You will be asked to evaluate your own product according to the expectations on the rubric.

1. Imagine you are a Hollywood screenwriter. Design a storyboard (*Communicate*, p. 245) for any one part of the novel. You are the director—choose and eliminate scenes as you wish. Explain your choices.
2. Explain the association between this novel and a song of your choice; include the lyrics with your composition or create an oral presentation.
3. Create a board game based on the story's plot. Explain how the game relates to the story.
4. Write a script based on one important event in the novel.
5. Draw three or more 'snapshot' settings of the story. Explain the impact of each setting on the story.
6. Create collages of the main characters. Explain each character's relationship to the story.
7. Rewrite the ending of the novel. State why you would have it end some new way.
8. Write a newspaper article about some event in the story as though it happened yesterday.
9. Write the script of a video about one or more of the major events in the story.
10. Create a better book jacket for the novel, complete with your own blurb (the advertising summary on the back cover). Attach an explanation of your choices of illustration and comments. The strategies in *Unit 2 Section 2* of dealing with photo essays will apply to your book jacket.
11. List several ways you could improve the story. Explain how your changes will make the novel more interesting while maintaining historical accuracy.
12. Add part of a chapter to the story that would include you as one of the characters. Explain what you contributed to the story.
13. Identify and explain three topics the author had to research to write the story.
14. Write the essence of the story in a poem. Explain the reasons for your poetic choices.
15. Explain how you might design a video game using the elements of the story.
16. Write four journal entries that any character may have written to show his/her values and beliefs.
17. Construct a résumé and cover letter for George seeking his next job.
18. Write a composition supporting the view that mentally handicapped persons can be valuable members of the workforce.

The following rubric outlines the expectations for this assignment.

Expectations for Representation of a Novel

| Thought and Detail <i>The student ...</i> | Presentation Skills <i>The student ...</i> |
|--|--|
| Excellent <ul style="list-style-type: none"> • develops ideas insightfully and confidently • supports ideas with precise details | Excellent <ul style="list-style-type: none"> • shows strong creativity • uses skillful structures, controlled diction • uses effective grammar and usage |
| Proficient <ul style="list-style-type: none"> • develops ideas thoughtfully • supports ideas with relevant details | Proficient <ul style="list-style-type: none"> • shows effective creativity • uses clear structures, specific diction • uses generally correct grammar and usage |
| Satisfactory <ul style="list-style-type: none"> • develops ideas appropriately • supports ideas with straightforward details | Satisfactory <ul style="list-style-type: none"> • shows some creativity • uses ordinary structures, general diction • uses generally controlled grammar and usage |
| Limited <ul style="list-style-type: none"> • develops ideas superficially or leaves them underdeveloped • provides vague and/or repetitive supporting details | Limited <ul style="list-style-type: none"> • shows insufficient creativity • uses ineffective structures, imprecise diction • shows lack of control of grammar and usage |
| Poor <ul style="list-style-type: none"> • uses marginally relevant or undeveloped ideas • provides inadequate details for support | Poor <ul style="list-style-type: none"> • shows lack of creativity • uses unclear structures, inaccurate diction • makes frequent errors that impede communication |

Self-evaluation (to be completed in the **Response Booklet**)

1. Why did you choose the particular assignment from the eighteen choices?
2. In what ways does your product reflect some aspect of the novel?
3. What scores will you give your work?

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Proceed to the **RRSP** and **Final Assignment** located at the end of the booklet.



Language to Avoid

1. READ some explanations in *Communicate*.

- “Redundancy” and “Repetition”, page 97
- “Modifier Mistakes”, pages 85-86

Redundancy is a form of repetition. Both are irritating to the reader unless the writer or speaker uses them deliberately for some effect. Martin Luther King Jr., in his famous “I Have a Dream” speech, used repetition so effectively that the speech is immediately recognized and honoured throughout North America and much of the world.

Emphasis may result from repetition, but unnecessary words are seldom useful. However, redundancy is rarely effective. Spoken English generates much redundancy that the writer must avoid. Writing is generally more formal and certainly lasts longer than most speeches. Thus, in common speech one may be forgiven for saying “return back”, but the reader may legitimately ask “What else can I do?” *Return* means “turn again” and “turn again back” suggests a complete turnaround!

Pronouns reduce repetition, but they must be clear also. To use pronouns unclearly produces ambiguity, another weak feature.

John’s father went to war when he was six years old.

The writer may have wished to state that John was six when his father left for war, but this statement may make John’s dad a very young father and soldier. Ambiguities may produce smiles, but they are not accurate communication.

Modifiers poorly placed produce humour; clear communication requires care and control.

I only ate two doughnuts.

This may infer that the speaker simply trashed the rest of the doughnuts or that his/her meal consisted of only doughnuts. Likely it should mean that the person ate only two and no more.

I ate only two doughnuts.



2. READ some explanations in *Communicate*.

- “Literary and Rhetorical Devices”, pp. 103-104
- “Language to Avoid in Your Writing”, pp. 104-105

Clichés, jargon, and euphemisms are undesirable choices in your formal writing. Jargon is grammatically correct, but it uses words and expressions not in common language. For example, if the writer is meaningful only to his colleagues but is writing a general article, the communication is ineffective. You may choose effectively to have a character use these features in a story, but you should recognize and avoid them in most writing.

...and now some practice is available in the **Response Booklet**.

Final Assignment: Reflecting on a Novel

You have completed *Unit 5: Exploring Attitudes in a Novel* in English 20-2.

- You read a novel, choosing one from two possibilities.
- You wrote journals.
- You showed your understanding of characters and events by writing various types of text.
- You analyzed a character in charts.
- You wrote and delivered a speech from the point of view of a character.
- You planned and wrote an essay of opinion after reviewing a tutorial from *Unit 4*.
- You prepared a representation of the novel (to be placed in your **Creative Portfolio**).
- You completed structural exercises.
- You have completed all **Response Booklet** assignments.
- **You were busy!**

The last assignment asks you to reflect on your progress during this unit. Space is available for your finished copy in the **Response Booklet**.

The introduction to this unit on the study of a novel stated the following:

Readers may be led not only to appreciate the fictional world of the novel but also the reality upon which the fiction is based.

In a composition of at least a page, respond to the italicized statement. Consider what the novel that you have studied has led you to understand and value. Some questions may help you generate thoughts and connections.

- Is the fictional world realistic to you? That is, are the people and events accurate reflections of real people in conflict?
- What does the novel suggest about decision-making?
- What realistic alternatives do the characters have within the conflicts they face?
- How are the antagonists or antagonistic forces similar to those expected in reality?
- How do the events in the novel help you understand others?
- In what way can you connect to some of the events, conflicts, locations, interests, occupations, people, etc. in the novel?

You are ready to celebrate your achievements, and send your work for grading. You can proceed to *Unit 6: Exploring Attitudes in a Film*.



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